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THE  
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**Interesting Notes.**

**A Spider's Trap-Door.**

"A friend of mine," says a correspondent of the Sydney (Australia) *Bulletin*, "noticed near his camp a trap-door spider run in front of him and pop into its hole, pulling the 'lid' down as it disappeared. The lid seemed so neat and perfect a circle that the man stooped to examine it, and found, to his astonishment, that it was a sixpence. There was nothing but silk thread covering the top of the coin, but underneath mud and silk thread were coated on and shaped convex (as usual). The coin had probably been swept out of the tent with rubbish," says R. I. Pocock, commenting on this in *Nature*.

**Roof Playgrounds.**

In New York they are now using the roofs of school buildings as playgrounds. The following description is from an article in the June *Woman's Home Companion*:

"The roof, which is reached by a wide doorway, is solidly floored with brick, and is surrounded by a wall six feet in height. It has a roof of wire netting supported by a framework of iron girders. This is thirteen feet above the wall, and is meant to prevent missiles being thrown into the streets. The wire is strong, but is so light that the air and sunshine are freely admitted. The roof has an area of nearly nine hundred square feet. One end is protected by a canvas awning, and is furnished with chairs and benches. The rest of the space is for games and plays. The classes meet there, as far as possible, and all recreation is taken there, as a matter of course. Outside of school hours the playground is open to all children, and in the evening the fathers and mothers are invited."

**The Pacific Cable.**

Work is progressing on the British cable to connect Canada with Australia. The cable itself, which will be the longest on record, is being made in England. The first section will be laid in a few months and the whole line must be in working order by Jan. 1, 1903. The distance is 5,834 miles, the route going from Kelp Bay, B. C., to Fanning Island, south of Hawaii, the Fijis, Norfolk Island, and thence to Queensland. The total cost will be \$10,000,000.

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**The Consumption of Sugar.**

Roughly speaking, the world's consumption of sugar in the last fifteen years has doubled, while in Great Britain it has trebled per head in forty years, says *The Spectator* (London), referring to a recent article by Dr. Willoughby Gardner. "The English and Americans stand easily at the head of the list as the sugar-eating nations. Dr. Gardner establishes the fact that sugar is a potent creator of energy and maintainer of stamina. This, he contends, is not only proved by laboratory experiments, but by the case of the date-eating Arabs, the fine health of the sugar-cane-eating negroes, and the results obtained by Alpine climbers, Arctic explorers, athletes, and German soldiers fed on a special diet. Dr. Gardner's general conclusion is that the increased height and weight and the improved health of the English people in the last half-century are largely due to the increased consumption of sugar."

**Niagara Falls Illuminated.**

The Michigan Central railroad is proposing during the summer to illuminate Niagara Falls, which will afford a view of the greatest grandeur, says *The Railway and Engineering Review*. "A test recently made by officials of the passenger department with an electric searchlight convinced them that marvelous effects could be secured. Accordingly arrangements have been made for several similar searchlights to be erected on the high banks overlooking the falls from the Canadian side. The electric power is derived from the rapids, and the illumination will take place during the passage of all trains after nightfall. The most superb view will be from Falls View Station."

**Niagara Falls Doomed.**

Niagara river is a big one and the cataract will be an impressive spectacle for many years to come. At present some half a million horse-power has been or soon will be developed, and as yet neither the beauty nor the magnificence of the cataract has been decreased. Just the same the falls are doomed as falls, and a few generations hence, if there are any sentimentalists left then, they will look with sorrow on a large, dry wall of rock. Of course the change will be lamentable in some respects, but the cost of preserving the cataract as it is would be so enormous that the thought of paying it must pass away.—*New York Times*.

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## Duty of the National Educational Association

### In Shaping Public Educational Opinion.\*

By JAMES M. GREEN, New Jersey, President of the N. E. A.

We are assembled in our first meeting of the twentieth century. As we cross this boundary line between two cycles, the one characterized by the greatest accomplishments of the world's history, the other by the expectation of things greater than have yet been achieved, it is quite natural that we should give attention for a moment to the particular part in the activities of men that seems to be ours.

Our association was formed in 1847. It sprang, Minerva like, from the head of education. Its childhood may be said to have lasted till 1884; its youth from that time to the present, when it may be said to enter into the full strength of manhood.

As men destined to great usefulness often manifest superiority early in life, so the N. E. A., early began to make its influence felt. While in the beginning of its history its numbers were small, they were composed of vigorous, earnest, thoughtful persons,—persons who gave their attention not only to the most fundamental propositions of local and state education, but also to matters of national concern.

A glance at the programs of the different meetings will show that there is scarcely a question of school organization and government, or of selection of subject matter, or of method in treatment—from the kindergarten to the university, or from the independent rural district to the nation as a whole, including its dependencies, that has escaped consideration either in some one of the departments, or on the general program.

Rural schools, graded schools, elementary, secondary and higher education, the kindergarten, manual training, art, music, the metric system, Herbartianism, morals, school architecture, the relation of superintendent to teacher, to school board, systems of raising money, of selecting school officers, permanency of appointment, training and certificating teachers, interstate comity, etc., are types of the many questions that have been considered frequently and carefully.

The work of the association has resulted in some definite institutions such as the National Bureau of Education, but by far the greatest good has been thru the modified and enlightened opinions its members have carried to their local fields of labor.

It is safe to say that to this influence is due the fact that while we have no strictly national educational system, the education of our nation is more nearly uniform and has produced more uniformly good schools than that of any other country in the world.

#### A Time for Self-Criticism.

While this association has been a brain center for countless thought tracks, a storage battery thru which have passed many lines of intelligence, yet its growth has had the characteristics usual to an institution in a new country. It has had many crudities. If we are to form our opinion from the statements of the older members, there have been times when it has been ambitious in personal diplomacy, and indeed times when even a more gerinal state of politics has prevailed.

\* President's Address, N. E. A., Tuesday evening, July 9.

But our nation has now reached a stage of responsibility such that if we are still to lay claim to the adjective national, we must put aside our crudities, take our place in line with the conventions of other great nations, and assume a general role of seriousness in the problems we undertake.

It is proper that we should try ourselves and find wherein we are wanting. We are indebted to one of our educational journals for a symposium of criticisms, favorable and unfavorable, concerning ourselves. One who has read these criticisms carefully must have reached the conclusion that in the main they were favorable to our organization. There were, however, two or three that may receive attention here:

First, concerning the size of our annual volume. There are those who think the volume too bulky; there are those who think it too small. In all candor, this does not appear to be a very serious question. It would seem that much more depends upon the quality of matter in the volume than upon the number of pages it contains.

If the executive committees and the heads of departments continue to exercise the care they have hitherto taken in the selection of persons to appear before the meetings, they will find it very embarrassing to say to such persons as they would secure that they will presume to pass upon their manuscript and edit it with a view to publication. No one should be invited to appear before the National Association whose views are not sufficiently authentic to be worthy of publication, so long as he keeps within the time limits. Certainly, worthy men who give us their time and thought are entitled to this consideration.

Second, concerning the manner of choosing the executive committee. The author of this paper is not to-day as much concerned in the manner of choosing a president as he might have been had he been a candidate one year ago, hence he may be credited with speaking without personal motives.

For one, I have never been able to appreciate the objections urged to having a nominating committee appointed by the president. There may be criticisms on the appointments to this committee by some particular president, but the plan itself was in keeping with the general tendency of our country to fix responsibility by entrusting the powers of the many to the hands of the few, always with the reserve right to withdraw this trust.

Note the appointive power of the president of the United States, of the governors of the different states, of the mayors of the different cities, extending to boards of education, of the trustees of the different institutions of learning, of the presiding officers of the different institutions, etc.

Education, if it is genuine, is always in advance of the masses, hence the growing tendency of our people to fix responsibility in men whom they can trust and in whom they believe.

#### Plans Proposed.

But our association has chosen to change this system, and with the change there is no conflict. Each state may now name its representative on the nominating board, hence each state has a voice. I do not see how anything more democratic could be asked. Whatever may now be the wisdom of the acts of the nominating committee, each state must fully share the responsibility for these acts. No representatives of a state can charge

the responsibility of action to the representatives of another state without acknowledging—tacitly at least—their own incompetency to take their part in dealing with their fellow men.

The plans proposed, viz., to put men in nomination for the executive committee a year in advance of election, and then conduct a campaign, would certainly prove exceedingly distasteful to the men the country would like to see in these offices. It would be a fatal mistake for the National Educational Association ever to resolve itself into an election organization. No candidate has ever yet been elected to its highest office, and no one ever should be. A deliberative body of the character of this association is much more capable of selecting its executive committee than would be the individuals who would constitute that committee. I can think of some men who it seems to me would greatly honor the presidential chair. I cannot imagine them in the role of seekers. If our association is to be truly dignified it must rise above even the appearance of gratifying personal ambitions.

Whatever may be the records of the executive committees of the past, and they need no eulogist, we must have men in the future who know the educational problems of the country and the persons who are capable of throwing light on these problems, rather than men skilled in the art of vote getting.

#### General Program and Departments.

The organization of our association needs reviewing, and certainly some revision. The general program should always be an important and popular part of our meetings, but it is to the departments that we must look for the conservatism of that class of thought most applicable to our school-room work.

It is the relation of the general program to the departments, and of the departments to each other, that most needs revision.

Under our present rules, it is quite possible for all of the departments to be working on the same subject, and seeking the same men. Each department is practically independent of every other, and independent as well of the general program.

We have, for instance, the department of kindergarten education and child study; of elementary education, the department of secondary education, the department of higher education. Then the special departments of manual training, music, business, physical education, science. Will any one try to imagine elementary, secondary, and higher education with these special departments left out of consideration? Such an arrangement, if not the play of Hamlet with Hamlet left out, would certainly be the play of Hamlet with that distinguished character badly "drawn and quartered."

Our departments remind us of lean-to's built to a house simply to get more room, and without regard to symmetry or convenience. We are in the position of trying to suit our subjects to our names, instead of our names to our subjects.

What does kindergarten mean, other than simply the way we begin our school-room instruction? What does elementary education mean, other than how much instruction in each of the branches should be given a child? What does secondary education mean, other than how much instruction in manual training, physical training, art, music, etc., we should give in the high school? Perhaps elementary education is sufficiently unclassified as to subjects to constitute a department, but beyond elementary education, it would seem far wiser to name the departments after the subject, than after the grade of school. For instance, the departments of natural sciences, classics, modern languages, art, music, physical training, manual training, etc., would be much better guides to the line of work that might be expected in these different departments than some of the present titles.

The present executive committee has enjoyed the most cordial relations with the heads of departments, and believes that an examination of the program for this meet-

ing will show that the different sections of the country, as well as the different topics of interest are as fully represented as at any previous meeting. Hence, I cannot be considered personal when I say that the program of every department should be submitted to the general executive committee before final adoption, and that in reviewing said programs and plans of meeting, the general committee should be governed by fuller by-laws than are at present in existence.

It is now quite possible for a department to violate the general sentiment and policy of the association, even to the extent of holding a series of meetings when the meetings of the general association are in session. It is quite possible for a department to make of itself an advertising medium for the sale of books, shoes, patent medicines, soap, etc. This may be a worthy enterprise, but if we enter upon it, the association as a whole should share in the profits. The executive committee, in reviewing department programs, should have no desire to go farther than to prevent crossing subjects and trespassing upon the general rules.

#### What is Needed.

Were the departments named after their specialties, it would be much easier to secure able specialists for the programs.

It would seem that this is one of the points to which we must look for our greatest usefulness in the future. What of chemistry should I teach to my class, and how shall I most effectively teach it, are two questions—the correct answers to which would save the country untold sums of money and years of time. Answer these two questions for each of the subjects of the curriculum, and the schoolmaster will be the greatest benefactor of all ages. It is safe to say that at least one-half of all the time spent in the schools is wasted by reason of its being spent on unprofitable subjects.

To the answering of these two questions our association should apply itself. Already we have made a beginning. The report of the Committee of Ten was, in the judgment of all, one of the greatest contributions to learning that has ever been made, and this report, so far as it went, was in this line. Everywhere in our land the report was read, and the school curriculum modified accordingly.

We are frequently asked to make appropriations for reports; sometimes for reports on subjects that possibly might wait—but reports and publications such as that of the Committee of Ten cannot be too frequent, provided they cover new ground and show definite progress.

Finally, we need to spread abroad a stronger feeling of obligation to our association. We are fortunate in being able to secure some of the very ablest scholars and thinkers of our country for our programs, but there are yet many from whom the country is anxious to hear, persons who have been placed in responsible positions, and who owe it to the country to make their views known, who may not suffer interruption of a vacation to serve us. We should in some way inaugurate a systematic campaign to impress upon our great institutions of learning, and upon our men of great accomplishments the patriotic debt they owe to the education of their time.

The work of our association in administrative lines cannot be too highly commended. The efforts to establish a National University, to relate the collections in the Smithsonian to the different educational institutions of the land, to strengthen and develop the Bureau of Education, to establish and maintain proper ideals for education in our dependencies, in the islands and Alaska, as well as among the feebler races within our states, cannot be too highly commended or too strongly encouraged.

Our legislative bodies, whether in national or state, are naturally concerned with many interests, and as naturally should welcome the results of the deliberations of a body single in purpose. If we are ambitious that our work should be only the best, we may be equally ambitious that it shall appeal with executive force to the minds of the law makers.

We enter upon the new century under the most favorable auspices. Our treasury is now in a condition practically to warrant the expenditure of the income of each year in promoting in the most efficient manner the causes that concern us. We have reached a position that commands the respect—not only of our nation, but of other nations. We may with courage undertake the most serious educational problems that present themselves to the minds of men. May our successes of the past be but feeble prophesies of the successes that await us.



### \*Henry Barnard's Influence

#### On the Establishment of Normal Schools in the United States.

By PRIN. E. O. LYTE, First Pennsylvania State Normal School, Millersville, Pa.

Standing on the bank of a tempestuous stream which is rushing onward to the sea and carrying with it soil and timber and even boulders, one would find it difficult to say which part of the stream carries the soil, which part the timber, and which part the boulders. Somewhat the same problem confronts one who attempts to say to what extent Henry Barnard influenced the establishment of normal schools in the United States. His educational life seemed to carry educational institutions of all kinds with it in its onward sweep. Whatever it was best to do for the advancement of education, Henry Barnard tried to do, whether it was to organize state systems of schools, to criticise existing systems, to suggest better systems, to start the wheels of educational machinery in city or state, or to record the progress of educational institutions thruout the world. His object was the furtherance of public education. The means used for this object were the means he could first seize hold of. A brief sketch of his labors in the direction of the establishment of normal schools will, however, not be out of place, tho it must necessarily be an insufficient presentation of the man himself.

In 1838 Henry Barnard became the actual head of the school system of Connecticut, at the early age of twenty-seven. Horace Mann had begun his educational work in Massachusetts the year before. The conditions existing in the two states were, however, not the same, and Barnard's work must necessarily be on different lines. The common schools of Connecticut at that time were controlled by an organization known as the "School Society," and there was great indifference among the body of the people with respect to public school education.

Barnard's first work was to arouse the people to a proper appreciation of the deficiencies of the public school system and to create a genuine public sentiment in favor of public schools. In 1837, as a member of the legislature of Connecticut, he had led the movement that culminated in the passage of the school law of 1838, which, as has been said, was the beginning of a new era in the history of popular education in Connecticut.

In his first speech before the legislature he referred to the establishment of schools for teachers in the following words: "It is idle to expect good schools until we have good teachers, and the people will rest satisfied with such teachers as they have until their attention is directed to the subject, and until we can demonstrate the necessity of employing better, and show they can be made better by proper training in classes and seminaries established for this specific purpose. The law passed at that time provided for a state board of commissioners of common schools and Henry Barnard was elected secretary of the board. The duties of the secretary as prescribed by the board were, first to ascertain the actual condition of the schools; second, to inform the legislature of their condition and present plans and suggestions for the better organization and administration of the

\*Address in honor of Dr. Barnard, Monday evening, July 8, N. E. A.

school system; third, to address educational meetings in every county in the state; fourth, to edit a journal devoted to common school education, and fifth, to increase the interest of the community in relation to popular education.

Strange as it may seem, in 1842, only four years later, the legislature of the state reversed the policy adopted in 1838, and repealed the legislation of that time; but the movement started could not be repealed or reversed by a legislature. The people of Connecticut became interested in the public schools; and in 1846 a convention of two hundred and fifty teachers and friends of schools was conducted for four days at Hartford, followed in 1847 by the two largest school institutes that were ever held in Connecticut, and that were said by Supt. Peirce to be "the most important events in the history of the common schools for the last ten years."

The following year sixteen teachers' institutes were held, and in 1849 the joint committee on education in the legislature reported a bill to establish and support a state normal school and made an appropriation of \$2,500 a year for this purpose. The school was founded in 1850 at New Britain, and Henry Barnard was recalled from Rhode Island to take the principalship of the New Britain state normal school and the superintendency of the state of Connecticut. The school at New Britain enrolled during the first year one hundred and fifty-four students and is still in existence, tho it was suspended from 1865 to 1869, and again in 1874 for a year. This institution was the fruitage of the seed sown by Henry Barnard during his first term of service at the head of the schools of his native state.

Soon after Henry Barnard was legislated out of office by the action of the Connecticut legislature in 1842, he was invited by the governor and legislature of Rhode Island to become the first commissioner of common schools of that state, and assumed the duties of this office in 1843. Rhode Island had at the time a school law which is practically the foundation of the present system of public education in the state. The one lack of the system was the centralizing influence which comes from the office of state superintendent of public schools, and this defect was remedied by the legislature's enacting this year a provision for a state superintendency of common schools. To this office Mr. Barnard was called and assumed the duties of his position September 1, 1843. His first work here, as in Connecticut, was to study the school system of the state and learn its actual condition. During the first two years of his term of office he visited every town in the state, inspected a large number of schools, held a great many public meetings, and issued a number of circulars to teachers and school officials.

At all the meetings held one of the most important topics discussed was the necessity of a thoroly organized state normal school. In 1844 the legislature of Rhode Island invited Commissioner Barnard to prepare a new school statute. Mr. Barnard's plan was to have two state normal schools, one in Providence and one in the country; and a bill was passed in 1845 authorizing the establishment of a thoroly organized normal school in the state. No appropriation, however, was made for carrying the law into effect. The people were authorized to build a normal school and pay for it out of their private pocket-books and they declined to comply with the suggestion. As a result of Mr. Barnard's agitation of the subject, however, Brown university a short time afterward established a professorship of didactics. A few years later normal classes were taught in the Providence high school, and in the fall of 1852 a normal school was opened in rooms rented for the purpose, with three teachers and eighty-five students. In May, 1854, upon the urgent recommendation of School Commissioner Potter, who succeeded Dr. Barnard, the general assembly passed an act establishing a state normal school, appropriating \$3,000 for its support. This school and opened in May with twenty-seven students, and was the forerunner of the Rhode Island normal school at Provi-

dence, which now has one of the largest and finest normal school buildings in the United States.

As early as 1856 School Commissioner Robert Allyn said in his report to the general assembly: "The effect of the graduates of the normal school is already felt to some extent for good upon the teachers of the state. They have gone abroad into various schools, and by coming into contact with other teachers and by making popular the methods of instruction learned in the normal school, they are gradually but surely causing the standard of attainments in school teachers to rise, as well as the standard amount of duties they shall be required to perform. If such an influence begins to be apparent within two years from its commencement, we may with certainty expect that its benefits will constantly increase till all parts of our state shall feel it and be made better thereby."

Henry Barnard resigned from the superintendency of the Connecticut schools in 1855, and in June 1859, he became chancellor of the University of Wisconsin and agent of the board of normal regents of the state. At this time Wisconsin stood near the head of the common school states in the proportional number of children of school age and in the size of her school fund. The state had been educationally aroused by the work of the Hon. Lyman C. Draper. One of the most important topics under discussion at this time was the question of training of teachers. In 1857 the legislature had passed a law for the establishment of a new school fund from the income of an extensive region of land. This income was to be divided among such high schools, academies, and colleges as would submit themselves to an examination and parish supervision by a board of state normal regents. A normal department was also established in the university and a small appropriation was made for a chair of pedagogy. Teachers' institutes had been established in a number of counties in the state and several institutions had availed themselves of the appropriation for normal instruction. Dr. Barnard's duties as agent of the normal board were "to visit and exercise a supervising control over the normal departments of all such institutions as shall apply for a participation in the normal school fund, to conduct teachers' institutes and normal instruction in the same, and to co-operate with the superintendent of public instruction in procuring a series of public educational addresses to be delivered in the various parts of the state." During the autumn of 1851 he conducted a series of institutes in twenty or more counties and aided in laying the foundations of one of the completest systems of state normal schools in the United States. In Wisconsin, as in Pennsylvania and other states, teachers' institutes were the forerunner of regular state normal schools.

As I said at the beginning of my remarks, Henry Barnard's work in the establishment of normal schools was one of a number of objects, all leading to the one great object of elevating public education. An indefatigable worker, thoroly devoted to the cause of public education, with clear vision, he saw that no system of education could be successfully administered without a system of state normal schools as an integral part of the general system of education. He realized that the school machinery is deadening, that the teacher is the center of the school, and that all real progress in school work must finally be made thru the teacher. With this clear view it was impossible for Henry Barnard not to do all that could be done for the establishment of schools for the training of teachers. It is probably within the bounds of truth to say that in his work as editor of the *American Journal of Education* he did as much for the diffusion of educational literature and the elevation of the profession of teaching as in any other way. His influence thru this monumental publication reached localities and states that otherwise would not have felt his influence. As the result of the publication better school buildings were demanded, better teaching was required, and closer supervision became necessary. Training

schools were established in towns and cities and the necessity of special preparation for the vocation of teaching became impressed upon school men in all parts of our country.

The *International Review* for January, 1874, says of the *American Journal of Education* and its editor: "These volumes constitute an encyclopedia of facts, arguments, and practical methods which no organizer or teacher can afford to be without. Besides the preparation of these works, Dr. Barnard has delivered lectures and addresses on his favorite subject numbered literally by thousands. Probably no one man in the United States has done as much to advance, direct, and consolidate the movement for popular education. In looking back to the commencement of his lifelong labors, it would seem that he must contemplate with eminent satisfaction the progress of public sentiment and the good results already attained, as well as the brightening prospects for the future. He has done a work for which his country and coming generations ought to thank him and do honor to his name."

It is not within the scope of these brief remarks to speak of Henry Barnard's labors in other directions. In the preparation of this report, in addition to the wealth of material to be found in the *American Journal of Education*, I have made free use of the reports of the commissioner of education, and particularly of the admirable sketch of the life of Henry Barnard by the Rev. A. D. Mayo, published in a late report.

How much the influence of the strenuous educational life of Henry Barnard and his co-laborer, Horace Mann reached and reaches beyond the borders of their states, no one can fully measure. There is no doubt, however, that all portions of the United States were affected by the labors of these great men. The question of the establishment of normal schools in Massachusetts began in 1835 and continued until the opening of the first school at Lexington, July 3, 1839, under the principalship of the Rev. Cyrus Peirce.

In 1839 Gov. William H. Seward, of New York, recommended that "normal school instruction be engrafted on our public school system," and in 1844 the first normal school was opened at Albany, with David P. Page as principal. In 1838 Supt. Thomas H. Burrowes, of Pennsylvania, advocated the establishment of schools in that state for the education of teachers, in which should be given "a full and careful course of theoretic and practical instruction in the art of teaching." In 1855 the state normal school at Millersville began as a teachers' institute and has continued without a break ever since. In 1857 the legislature of Pennsylvania passed a law somewhat similar to that of Rhode Island, which was passed a few years before, and which permitted the citizens of the state to put their private money into normal school property. Unlike Rhode Island and many other states, the normal schools of Pennsylvania have been built largely by private funds, altho they are state institutions. Ohio about the same time began the agitation for state normal schools. In 1841 the secretary of state urged the legislature to establish normal schools similar to those of Massachusetts. The agitation then begun has kept up intermittently ever since and has thus far resulted in the establishment of a number of purely private institutions, whose main purpose is the education of teachers. Elsewhere the great movement in public elementary education which included as an essential factor the establishment of state normal schools was wonderfully stimulated by the labors of Henry Barnard.

A great leader like Henry Barnard is a great follower as well. Do you remember the young woman at Lucknow who heard the Scottish Highlanders long before the others could hear them? A great leader hears the unconscious cry of the multitude before the rest of us. He sees the rift in the sky before the break of dawn before the rest of us. He tells the rest of us what to listen for —what to look for, and then we begin to hear and to see. Some of us must always look backward when going forward. We say "History repeats itself," and wait to

let it repeat itself. The leader never looks backward except to encourage his followers. He peers into the future with the eye of faith. His vision is clear because his faith becomes prophetic. We come and go and thousands like us come and go. Henry Barnard and a few like him come and stay. To these men the teachers' profession is more deeply indebted than it can ever hope to repay. The least we can do is to pay a tribute to their memory by carrying to full fruition the great reforms to which they gave their lives.



## High School Statistical Information.

By J. M. GREENWOOD.

This special report is designed to call attention to three or four phases of thought in this department of public education. I need not dwell upon the imperfect methods in vogue in various cities of this country of tabulating high school statistics, and the difficulty one experiences in collecting definite information, especially as to the persistence and character of attendance in Classical, English, and manual training high schools, the lines of work in which the greatest number of failures occur, the actual cost of maintaining such schools, based on the total enrollment, the average daily attendance, including all expenses of whatsoever nature. Many reports fail to show the total expenditures in such a way as to be of any value in the compilation of statistics.

For information concerning the attendance, reasons for dropping out of school, failure in class standing, I have drawn entirely from the schools of Kansas City, and for expenditures from several cities in different sections of the country.

Kansas City is different in some respects from any other large city of the country in enrolling a larger per cent. of its entire population in high school, in having a larger per cent. of graduates to the entire population, and also having a larger per cent. of pupils enrolled in the high schools in proportion to the total enrollment of pupils in all the schools, unless it be Springfield, Mass. These facts are not accidental. They are the results of definite causes that have operated for years and which I need not specify in this connection.

### Enrollment in Kansas City High Schools.

The total enrollment in the high schools was 3,602, distributed as follows:—first year, 1396, boys 567 and girls 829; second year, 900, boys 305 and girls 595; third year, 722—boys 263 and girls, 459; fourth year, 585; boys 189 and girls 394. From the first year pupils 338 left school—150 boys and 188 girls. The percentage of boys was 26.4% and of the girls 22.6%; second year 181—61 boys and 120 girls, or 19.4% of the boys and 20% of the girls; in the third year class 138 dropped out—64 boys and 74 girls, or 24.3% of the boys and 16.2% of the girls; fourth year class 107—32 boys and 75 girls, or 17% of the boys and 19% of the girls.

Expressing the enrollment by years in per cents., 39% are first year pupils; 25.3% second year pupils; 20.2% are third year pupils; 15.5% are fourth year pupils, while only 18.4% of the entire enrollment withdrew from school during the year.

By way of comparison on the same basis I will take the first year pupils in the Central high school, in the manual training high, in the Westport high and in the Lincoln high school, and note the persistence of attendance. In the Central were enrolled as first year 544 pupils—195 boys and 349 girls. Now 55 of these boys and 78 of the girls left school during the year, or 28.2% of the boys and 24.4% of the girls. In the manual training high school the first year pupils numbered 673—313 boys and 360 girls; 82 of the boys left school and 72 of the girls—total, 154; expressed in percentage, 26% of the boys and 20% of the girls. But in the Westport high school the total enrollment in the first year class was 64—21 boys and 43 girls; 2 boys left this class and 10 girls, or 9.5% of the boys and 23% of the girls.

In the Lincoln high school, a school for negro pupils, the first year class consisted of 38 boys and 112 girls; 11 boys left school and 28 girls, or nearly 29% of the boys, and 25% of the girls.

If these first year statistics prove anything, persistence of attendance is better in a small high school than in either a large classical high school or a large manual training high school. A better reason I think is that the Westport boys started into school as a business, and a considerable number of the others as an experiment. Furthermore, the persistence of attendance of the first year pupils within certain limits is variable in the same school from year to year and is dependent upon local influences. The variation probably will range from 2% to 10%.

### Enrollment and Withdrawals by Schools.

#### CENTRAL HIGH SCHOOL.

The total number of pupils enrolled in this high school during the year was 1,686; boys 552, and girls 1,134. There were 544 entered in the first year; 437 in the second; 371 in the third; 334 in the fourth, of whom 254 pupils were graduated, or about 68% of the fourth year pupils. Of the pupils enrolled, 1,336 were promoted from the Kansas City ward schools; 345 from other schools, and 5 had been admitted by examination from the outside. Of 1,336 Kansas City pupils enrolled in the four classes, 256 dropped out of school during the year, and of 350 admitted from other schools, 91 were dropped; or 19 out of every hundred of the Kansas City pupils left school, while 26 out of every hundred of the outsiders dropped out. This may be expressed as follows:—27.7% of the Kansas City boys, and 15% of the Kansas City girls belonging to the first year left school, while 32% of the boys and 44% of the girls who were admitted from outside schools dropped out. Grouping both classes of pupils together—the percentage of the boys that left school was 28%, and of the girls 22.3%, and the total of both sexes belonging to the first year was 24.4%.

The total number of pupils enrolled in the second year's work was 437; 134 boys and 303 girls. Of this number 108 boys and 244 girls had been promoted from the Kansas City ward schools, and 26 boys and 59 girls from other schools. From the Kansas City boys 18.6% left school and 15.1% of the girls. Among the outside pupils 15% of the boys dropped out of school and 34% of the girls. Putting both classes of pupils together 18% of the boys and 18.6% of the girls withdrew, and the per cent. of withdrawals of both sexes is 18.5%.

The third year shows an enrollment of 371 pupils, there being 280 from Kansas City ward schools and 91 outsiders. There were 52 pupils that dropped out of the Kansas City contingent and 19 out of the others. Designating by sexes, 23.6% of the Kansas City boys quit school and 15.8% of the girls, while of the outsiders 20.6% of the boys and 21.8% of the girls quit school; or putting the two classes together 22.9% of the third year boys and 17% of the girls left school, and 19.1% of the class.

Total number of the fourth year pupils is 334—92 boys and 242 girls, 260 of these were from the Kansas City ward schools—72 boys and 188 girls, while 20 boys and 55 girls were admitted or came from outside schools; 17 boys and 37 girls from the Kansas City boys and girls dropped out of school, and 4 boys and 4 girls from the outside withdrew. The per cents. for the totals for the fourth year are 22.7%, 16.9%, and 18.5% respectively.

#### MANUAL TRAINING HIGH SCHOOL.

The total enrollment in the manual training high school was 1,493, there being 628 boys and 865 girls; these are distributed by years as follows:—first year, 673—313 boys and 360 girls; second year 363—139 boys and 224 girls; third year 268—104 boys and 164 girls; fourth year 147—64 boys and 83 girls.

There were 42 post-graduates in the school—8 boys and 34 girls. Not counting the post-graduates, 1,275, of these pupils were promoted from the Kansas City

ward schools; 154 from other schools and 22 were admitted by examination. Of the 286 boys and 287 girls in the first year from the Kansas City ward schools, 71 of these boys and 59 girls quit school, or 24.8% and 20.4% respectively. Of 20 boys and 60 girls admitted from other schools 55% and 21.6% respectively, quit, while of the 22 admitted by examination none left school. Grouping the first year pupils together, 26.2% of the boys and 20% of the girls withdrew from school, or an average of both sexes of 22.8%.

The total number of second year pupils was 363, of whom 139 were boys and 224 girls. Of this number 124 boys and 181 girls were from Kansas City ward schools, 15 boys and 42 girls from other schools, and one boy admitted by examination. The number that left school was 25 boys and 48 girls, or 18% of the boys and 21.4% of the girls.

In the third year there were 104 boys and 164 girls, total, 268; the total number that quit school was 50—29 boys and 21 girls. All of this class except 13 had entered school from the Kansas City ward schools. 28% of the boys and 12.3% of the girls left school during the year.

There were enrolled in the fourth year class 189 pupils—72 boys and 117 girls, 42 being post graduates. Not counting post graduates, only 5 boys and 8 girls left the class during the year, while 3 boys and 12 girls quit. But grouping them as was done in the other schools will increase the percentage of boys to 11.2% and of the girls 19.4% respectively. The total for both sexes separately was for the boys 22.9%, and for the girls 18.5%, and for the school 20.4%, but the percentage for the boys from the Kansas City schools that dropped out was 26.2% and of the girls 17%, and of these admitted from the outside 42.5% of the boys and 20% of the girls. Of this class 130 pupils were graduated, or 68%, the same as from Central school.

#### THE WESTPORT HIGH SCHOOL.

This is a small but excellent high school in which 193 pupils were enrolled, 65 boys and 128 girls. The first year class was composed of 64 members—21 boys and 43 girls; 2 boys only, dropped out, and 10 girls; that is 9.5% of the boys and 23.3% of the girls.

In the second year class 54 were enrolled—20 boys and 34 girls, 5 boys and 5 girls left school, or 25% of the boys and 20.5% of the girls.

The third year class consisted of 44 members, 12 boys and 32 girls, of whom 3 boys and 5 girls withdrew from school, and the fourth year class 12 boys and 19 girls. No boys and only 2 girls withdrew from this class during the year. The withdrawals for the boys from the entire school was 15.7-12%, and of the girls 19%. The fourth year class furnished 25 graduates, or 80.6% of the entire class.

#### LINCOLN HIGH SCHOOL.

This is a high school for negro children of Kansas City. The total number of students enrolled was 231, 79 boys and 152 girls. In the first year class 38 boys and 77 girls; second year, 12 boys and 34 girls; third year class 16 boys and 23 girls; and in the fourth year 136 boys and 18 girls. Out of the first year class 115—11 boys and 28 girls left school; the second year class of 46—7 boys and 8 girls were withdrawn; the third year class of 39, 7 boys and 8 girls were withdrawn, and in the fourth year 31 pupils—13 boys and 18 girls, withdrawn 2 boys and 7 girls. The percentage of withdrawals for the first year from the entire class was 34%; second 32.6%; third year 38.4%; and from the fourth year 29.1%.

#### The Number of Graduates.

There were enrolled in the Kansas City high schools, as previously stated, for the school year closing June 30, 1901, 3,602; the average daily attendance was 2,855, and the number of graduates 440 as follows: From the Central high school 254; Manual training, 130; Lincoln, 31, and Westport, 25. At the Central 77 boys and 177 girls; Manual training, 56 boys and 74 girls;

Westport, 12 boys and 13 girls; Lincoln, 13 boys and 18 girls.

The percentage of graduates from each school to its entire enrollment was Central high 15.1%; Manual training high 8.7%; Westport 13%, and Lincoln 13.4%.

Considerable discussion has occurred in regard to the large number of pupils who leave high school during the first year, owing to the repulsive nature of some of the studies which the boys are required to pursue. I never attached much importance to this argument, and as a consequence I decided to collect some statistics from the three upper grades of our ward schools bearing upon withdrawals as compared with that in the high schools. The results throw some additional light on the subject. In the fifth grade of our ward schools there were enrolled for the year just closed 2,846—1335 boys and 1,511 girls; 350 boys and 318 girls withdrew, making a total of 668 pupils, or 26.1% of the boys and 21% of the girls of the entire number. There were 2,271 pupils in the sixth grade—257 boys and 244 girls withdrew, making a total of 501, or 25.3% of the boys and 19.4% of the girls, and 22% of the whole number. In the seventh grade there were enrolled 1,700 pupils, 747 boys and 953 girls; 173 boys left and 141 girls, total 314, or expressed in per cents., 23.1% of the boys and 14.8% of the girls, and 18.4% of the grade.

#### Failures in Class Standing and in Subjects.

##### CENTRAL HIGH SCHOOL.

The total enrollment in this school was 1686—552 boys and 1134 girls. The total number of boys that failed in class standing was 133, and girls 214—total, 347. The causes assigned are sickness—20 boys and 64 girls; sickness in family, 12 boys and 9 girls; failing eyesight, 1 boy and 11 girls; too much attention to society—5 girls; inability to do the work—4 boys and 7 girls; to go to work 43 boys and 18 girls; transferred—10 boys and 21 girls; left the city—11 boys and 32 girls; unknown causes—32 boys and 47 girls.

##### MANUAL TRAINING HIGH SCHOOL.

The reports from this school are very complete in every respect. The total enrollment was 628 boys and 865 girls. The failures in class standing in departments are as follows: In English—90 boys and 85 girls; mathematics—127 boys and 125 girls; science—46 boys and 53 girls; history—40 boys and 47 girls; zoology—32 boys and 36 girls; foreign languages—18 boys and 17 girls; physics—19 boys and 8 girls; electricity and steam 13 boys.

*Remark.*—It will be observed that one pupil may be marked "failure" in one, two, three, or even four subjects.

The failures in subjects accredited to the first year pupils in the manual training high school were 580—285 boys and 295 girls. In English 106—57 boys and 49 girls; mathematics 202—93 boys and 109 girls; science 53—32 boys and 21 girls; history and civics 39—14 boys and 25 girls; zoology—26 boys and 23 girls; foreign languages 22—10 boys and 12 girls; steam and electricity—13 boys; modern language and Latin 96—40 boys and 56 girls.

The failures among the second year pupils amounted to 231—English having 59; modern language and Latin, 52; mathematics, 49; history and civics, 29; science, 26, and zoology, 16.

The total failures in the third year class was 90—50 boys and 40 girls; the largest number in any one group was in physics—27, and the next in English, 24; and the lowest was in Latin, 5, while there were only 34 failures in the fourth year class—14 in English and 12 in other languages.

##### WESTPORT HIGH SCHOOL.

The total number of failures out of 193 pupils was 33—8 boys and 25 girls, as follows:

Sickness, 2 boys and 7 girls.

" in family, 2 boys and 5 girls.

To go to work, 3 boys and 5 girls.

Left the city 1 boy and 6 girls.

## Failing eyesight, 2 girls.

Failures in subjects—history, 3 boys and 3 girls, total, 6; physics and chemistry, 3 girls and no boys; mathematics, 5 girls; modern languages 4 girls; Latin and Greek, 2 boys and 2 girls, total, 4; English, 2 boys and 5 girls, total, 7; biology and physiology, 1 boy and 3 girls, total, 4.

## LINCOLN HIGH SCHOOL.

## Causes of failure:

Sickness,	4 boys and 43 girls, total, 47
" in family,	18 " 18
Too much attention to society,	18 " 18
Inability to do the work,	8 " 26 " 34
To go to work,	48 " 39 " 87
Left the city,	13 " 16 " 29
Unknown causes,	12 " 13 " 25
	85 " 173 " 258

Failures in subjects—mathematics, 20 boys and 43 girls, total, 63; history and biology, 7 boys and 8 girls, total, 15; languages, 18 boys and 36 girls, total, 54; English, 20 boys and 43 girls, total, 63; science, 20 boys and 43 girls, total, 63.

## Cost of Maintaining Pupils in High School.

I have been only moderately successful in securing data on this subject. Many reports are strangely mute on this topic. With a thoughtful person one of the first questions is what will it cost, and I believe that this is a pertinent inquiry in regard to all school questions. To put it another way, how far can a community afford to tax itself constantly in order to support and maintain an adequate system of public schools. The following will throw some light on the subject in the cities mentioned:

Boston.—Net cost of educating 5,766 resident pupils in the Boston normal, Latin and high schools, \$507,377.81. Average cost of each resident pupil, \$87.99.

Columbus.—High school enrollment, 2053; cost per pupil per annum on total enrollment, \$40.41; cost on average daily attendance, per pupil, \$49.10.

Cleveland.—Cost \$32.80 based on high school enrollment and \$39.84 based on average daily attendance.

Cambridge, Mass.—Total enrollment—Latin, 472; English high, 572; manual training, 212. Average daily attendance—Latin, 385; English high, 491; manual training, 183. Cost per pupil on total enrollment—Latin, \$52.45; English high, \$50.89; manual training high, \$101.32.

Chicago.—Total enrollment, 10,241; cost per pupil on total enrollment, \$51.50; total cost on average daily attendance, \$58.62.

Denver.—Total enrollment—high school, 827; manual training, 381. Total cost per pupil on enrollment high school, \$47.17; manual training \$79.74; total cost on average daily attendance per pupil—high school, \$58.48; manual training \$96.76.

Detroit.—Total enrollment, 2,716; total cost on enrollment, \$45.32; total cost on average daily attendance, \$51.12.

Indianapolis.—Total enrollment, 2,058; cost on total enrollment, \$27.45; on average daily attendance, \$34.10.

Los Angeles.—Total enrollment, 1,357; cost per pupil on enrollment, \$35.85; total cost on average daily attendance \$38.20.

Louisville, Ky.—Total enrollment, boys high, 378; manual training, 244; girls' high, 751; colored high, 295. Total cost on enrollment, boys' high, \$60.92; manual training, \$108.84; girls' high, \$42.16; colored high, \$31.87. Total cost on average daily attendance, boys' high, \$69.14; manual training, \$130.12; girls' high, \$49.27; colored high, \$40.00.

Milwaukee.—Total enrollment, 1,810; cost per pupil

on enrollment \$43.00; cost on average daily attendance, \$53.91.

New York.—Total enrollment, 1,461; cost on enrollment, \$58.55; on average daily attendance, \$77.61.

New Bedford, Mass.—Total enrollment, 524; total cost on enrollment per pupil, \$49.22; cost on average daily attendance per pupil, \$76.44.

New Orleans.—Total enrollment, 944; total cost per pupil on enrollment, \$40.04; total cost on average daily attendance, \$50.73.

Omaha, Neb.—Total enrollment, 1,518; cost per pupil on enrollment, \$36.89; cost on average daily attendance, \$46.98.

Providence, R. I.—Total enrollment, 1,857; total cost on enrollment \$70.14; cost per pupil on average daily attendance, \$86.89.

Rochester, N. Y.—Total enrollment, 1,019; total cost on enrollment per pupil \$41.21; total cost on average daily attendance, \$44.92.

St. Louis, Mo.—Total enrollment—white, 1,992; colored, 250; cost on enrollment—white, \$52.42; colored, \$52.54; total cost on average daily attendance—white, \$62.28; colored, \$71.01.

San Francisco.—Total enrollment, 1,655; cost per pupil on enrollment, \$89.35; cost on average daily attendance, \$97.00.

St. Paul, Minn.—Total enrollment 1,741; total cost per pupil on enrollment \$35.36; cost per pupil on average daily attendance \$42.23.

Springfield, Mass.—Total enrollment 657; cost on enrollment is not given; total cost on average daily attendance \$65.70.

Toledo, Ohio.—Total enrollment 1,261; total cost per pupil on enrollment \$30.98; total cost on average daily attendance \$34.42.

Kansas City (1899 and 1900), total enrollment 3,464; cost per pupil on enrollment \$39.06; total cost on average daily attendance \$49.81; cost per pupil in the Central high school on enrollment \$34.22; cost on average daily attendance \$41.70; cost per pupil in manual training on enrollment \$45.11; cost on average daily attendance \$58.46.

## Recommendations.

1. That a committee be appointed to collect, tabulate, and report information on the persistence of attendance during the last three years of ward school work, on all kinds of high school, and on manual training high school work.

2. What effect has manual training work upon legitimate high school work as to scholarship and proficiency in the several departments of study, and if there be a tendency to emphasize unduly the manual training work, is the regular academic work weakened?

3. Whether the desire to work with tools seizes most strongly upon the pupil during the ward school period or in the high school?

4. Whether the trend now in the manual training high schools is toward special trades rather than general culture?

5. What should be the sphere of manual training courses of study in regard to the ancient and modern languages?

6. Whether the tendency to multiply courses of study in high schools has not been at the expense of thorough preparation in the most essential branches.

7. What causes so much pilfering among high school pupils, and how may it be corrected?

8. That a report should be made outlining a uniform system of gathering all necessary kinds of statistical information relating to high schools.

THE  
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WEEK ENDING JULY 13, 1901.

**Highest Type of American University.**

Clark university has just finished its twelfth year of existence, and, in the opinion of those who know it best, will begin the next school year with fairer hopes than anyone could have anticipated since its troubles began shortly after its foundation. As is generally known, personal misunderstandings have in the past kept the university from realizing to the full the splendid opportunities that were included in the comprehension of the founder. Mr. Clark, perhaps because of his own limitations, never succeeded in securing the co-operation of other men of wealth in his scheme. The people of Worcester remained supremely indifferent or actively hostile to Clark university during the lifetime of its founder. The plain, unattractive building in which it is lodged has long been the butt of local witticism. Mr. Clark left Worcester full of bitterness against the place, and for some years made no contributions to the support of the institution he had founded. It was hardly hoped at the time of his death (May 23, 1900) that Clark university would in anyway be remembered in his will.

Mr. Clark was, however, a larger man than had been supposed. His entire property, amounting to about \$3,000,000, was bequeathed to the institution he had founded eleven years before, under conditions which insure its growth. As these funds become available Clark university is certain to better the excellent work it has been doing under the presidency of Dr. G. Stanley Hall. The local conditions are becoming more favorable than they were. The country at large is better prepared to appreciate a university in which the highest standards of scholarly research are maintained. The need is felt in other universities of just such men as go forth from Clark—men trained to investigate with German thoroughness and American energy and common sense. The ideal Mr. Clark had set before him and which could only imperfectly be fulfilled in his life-time promises in the near future to reach full fruition.

**Growth of the Summer School.**

Ten years ago when we urged the employment of the school vacation for the purposes of pedagogical advancement there was no small uproar and objection. If we remember rightly State Supt. Skinner was opposed to summer schools at that time. But somehow the number attending them steadily increased; and what staggered the opponents of them was that the best teachers attended them.

It is true that the majority said, "I know how to read, write, and cipher, what therefore lack I? and why should I spend my time in the proposed way?" But in this case it was the minority that controlled.

The summer school has come to stay. We just conversed with a teacher, a graduate of a normal school,

who has spent a good part of the past five summers in summer schools and who is planning to spend the present one in a similar way. She is not compelled to do this; she does it to feel stronger for the coming year. Nor are the subjects she takes up those that she teaches in the public school. Who can doubt that she teaches reading better for taking a course in literature? No one.

**Construction Work in New York City.**

The school authorities of Manhattan borough have been holding a very remarkable exhibition, at the Hall of Education, of the constructive work of the grades. The drawings shown were intended to illustrate the extent to which the creative instinct of young children finds employment in school exercises in construction. Hundreds of models were shown that were designed and executed by pupils of from ten to fourteen years of age. These for the most part exhibited not merely skill of hand, accuracy of eye, and knowledge of processes, but also considerable imaginative insight in the requirements and conditions of handicraft. No trade teaching evidently was intended, but rather a foundation for all trades, a knowledge of how to plan and how to do. The children had learned to seek for simplicity and elegance in the lines of their models—a refreshing indication in these days of "l'Art Nouveau," with its subtle and complex curves. The principles of design which underlie all the arts and crafts are made the basis of instruction in these New York schools. A knowledge of such principles cannot fail to be of service whether to the life-long student or to the pupil who must go out early to make his living in the shops or in the mart. Manual training, thus taught, is an economic factor of no mean moment.

This exhibition was especially timely, since there has been some likelihood of a movement to cut down the work of the manual training department. The impression has seemed to prevail in some quarters that while manual training is a good thing in itself, it has usurped too large a place in the school program. The board of education in holding such an exhibition has seemed to express its opinion that it would be contrary to a wise and intelligent policy to jeopardize the usefulness of a department that is justifying itself by its admirable results.

**Government Educational Exhibit.**

The educational exhibits in the Government building at the Pan-American are said to be the best, with one exception, that the United States government has ever prepared.

One of the most attractive features is the collection of photographs of the schools of Washington. These, when shown at Manchester, Eng., excited a great deal of English admiration.

The twenty-five schools of Alaska are well represented. Some of the written exercises, drawings, and sketches of the pupils of Skagway and Sitka compare very favorably with those of central New York.

The Hawaiian is the fullest and most comprehensive of the exhibits of territorial schools. That of the Philippines is smaller but not less interesting. It was forwarded by Supt. F. W. Atkinson and contains work which makes one doubt if the Filipinos are to be regarded as unclad savages. A manuscript poem in Tagalog dialect, written on the subject of Charlemagne by Manuel Del Rosario, 1843, is among the curiosities. Drawings, sketches, and examples of handwriting from the boys' schools of Guagua, fill up a large cabinet. Remarkable needle-work by native girls in Apalit schools is on exhibition, together with a general collection of specimens of handicraft.

The Indian schools are well represented, as is the island of Porto Rico.

## Supt. Greenwood on Child Study.

Some of the thoughts advanced by Supt. J. M. Greenwood, of Kansas City, in a recent review of Pierre Loti's *Story of a Child* (C. C. Birchard & Company) are so good that they will bear quoting editorially. Among other things Mr. Greenwood says:

While I have watched with keenest interest the educational movement in this country called "child study," I have felt inwardly that the observers or check-markers with all their data, were not getting hold of the real thing itself. I have measured the heights of many children, weighed them wholesale and retail, tested them physically and mentally and morally in many ways, asked them questions, probed into the secret chambers of their souls as far as I could go with the permission of the probed, yet, at the very best, I could get here and there only obscure glimpses of that agent we term mind. It is true that I could see clearly enough the results of the mental, moral, and physical action interpreted in terms of my own thoughts and feelings, but I could never be quite sure that the interpretation was not the reading of myself into what possibly may have been the child's thoughts and feelings. In other words, I can take one of the best violins and explain its mechanical construction as an instrument, but that will not tell one how the most delightful music can be by a master artist extracted from it. So it has been with our friends who have gone almost daft on "child study." They have examined the human machine and noted with wonderful patience and not a little parade of learning, many mechanical and psychological facts, great heaps of them, and called these fragments "child," but these, important as they are, are not children any more than long-measure is thought, or than butter expresses the love of the cow for her young calf. Thought cannot be better expressed in such terms. Soul facts cannot be reduced to either physical or chemical equivalents.

Mr. Greenwood goes on to plead for study by teachers of the masterpieces of literature which reveal the inner life of children and young people—such writers as Marie Bashkirtseff, the Princesse de Ligne, Amiel, Prosper Merimee. Among such contributions he places to the literature of child study he gives to Loti's auto-biographical work a very high place of honor.

## A Plea for Man-Study.

Speaking of child study is it not in place to suggest that there is abundant opportunity for practical educators to take up the study of adults along lines similar to those laid down by the students of child study. A superintendent or principal has to direct men and women. He is often brought more intimately into relationship with them than with children. Too often it is to be feared the pupils are much more sympathetically studied than the adult teachers. The teacher, being an adult, is presumed to know how to live. Women with nerves are allowed to overwork themselves as a result of their conscientious inability to refuse tasks that are put upon them. Men are assigned to work for which any trained psychologist would judge them unfit. It is not an exaggeration to say that as many mistakes are made in the handling of teachers as in the handling of children.

The point to be made is this: Systematic study by a superintendent of the physical, mental, and moral characteristics of adult teachers of normal and abnormal types is quite as valuable as the child study schemes. Complete revelation of character will not, of course, result from child study or man study, but partial revelations have their value. Certainly no one who read carefully the details of the examination to which Emile Zola submitted himself some years ago arose from the reading without a conception of the man that made perfectly intelligible his extraordinary part in the Dreyfus drama.

## A School of Forestry.

A model forest has been begun as one of the practical results of the Yale School of Forestry. The woodland

is situated around the Maltby lakes, part of the city water supply for New Haven.

They have planted around one of the lakes a screen of evergreen trees designed to prevent leaves and other refuse from being blown into the lake. Seven students have been entered as regular students at the school, and about fifty have elected optional courses in forestry. All of the seven will continue forestry work during the summer, six having received government appointments. No diplomas will be given for less than two years' work.

After the close of the headquarters of the school Profs. Graves and Toumey will go at once to Milford, Pa., where the Yale Summer School of Forestry will be opened July 8. The courses in Milford are designed for students who cannot spend time to take the full technical course. They are, in consequence, mainly of a general nature. From applications already received at the school it is certain that about thirty persons will attend the summer school. A number of them will be women. The men who will take the course will live in camps in the forests for several weeks engaged in both field and theoretical forestry.

## John Fiske Dead.

John Fiske, the well-known author and lecturer, died at Gloucester, Mass., July 4. He had gone down to his summer home to escape the excessive heat of Cambridge and was taken ill soon after his arrival.

In the death of Professor Fiske, Boston loses another of the great galaxy of writers who have made the New England metropolis famous as a literary center. Tho in a very different class from Lowell and Homes, Fiske was as important a literary figure as any of them. He represented the scientific spirit of the age and in his exploitation of biological and philosophical truth he displayed qualities of imagination which any poet might have envied. No other man of to-day has so profoundly expressed the new Harvard spirit—that of clear-sighted and enthusiastic devotion to the scientific interpretation of things. John Fiske was born in Hartford, Conn., in 1842. His real name was Green, his father being Edmund Brewster Green, of Smyrna, Del. The boy by special arrangement took the name of his maternal grandfather, John Fiske.

Being graduated from Harvard, in 1863, and from the law school in 1865, Fiske was admitted to the bar but never practiced. He became a writer and almost from the first met with a fair degree of success. In 1869 he was elected professor of philosophy, at Harvard, and was later instructor in history. Meantime he became very popular as a lecturer and a writer on scientific and evolutionary subjects. His studies in American history are too familiar to need comment. In such works as "Idea of God and Outlines of Cosmic Philosophy" he made intelligible the most advanced theories of evolution.

Professor Fiske lived in Cambridge in a very simple way. All his life he was a close student, submitting himself to an amount of labor that would have killed men less sturdy. He was never in more than comfortable circumstances and had always to write for money. This prevented his undertaking some work that he would have liked much to do, especially in American history. It is an unfortunate fact that only rich men can afford to do research work in history.

## Practical Education for the South.

State Supt. Glenn, of Georgia, was one of the party of educators who under the leadership of Robert Ogden, Esq., of New York, recently made a tour of Southern educational institutions. In his address at Hampton and in conversation with his fellow travelers he emphasized two points which are well worth re-statement.

One of these is the fact that the Southern white men need assistance as much as the negroes; that it is hopeless to think of improving Southern conditions unless

the ignorant and vicious of both races are given equal opportunities for education.

The second thought is that philanthropists who wish to do the South a good turn will get better results if they intrust the task of distributing their benevolence not to aliens but to Southerners who are known to be vitally interested in educational matters.

#### The New Manual Arts Council.

A society, to be called the Council of Supervisors of the manual arts, has been organized for the purpose of critical discussion of questions immediately concerned with the teaching of the manual arts of drawing, design, and constructive work in the public schools. The active membership is limited to forty, and each active member will be expected to contribute by article or discussion to the program of the annual meeting.

An excellent feature of the meetings is that papers will be discussed, but not read before the audiences. Each paper will have been published before the meeting and members will be expected to have made themselves familiar with the author's position and statements.

To those who are engaged in the work of supervision such meetings will be of undoubted value. Every article will be well considered. There will be no non-professional members, no non-professional discussion, no general audiences to be interested and amused.

Besides the members of the council there will be an associate membership limited to one hundred members. Candidates for admission to this membership must have been proposed and seconded by two active members of the council to whom the applicant is known. Any person actively engaged in the supervision of the manual arts in cities, towns, colleges, normal and high schools is eligible for associate membership and may thereafter, as vacancies occur, become a candidate for active membership.

The annual meetings will occur the first Friday and the subsequent Saturday of each December. The meeting for 1901 will be held Dec. 6-7, at New Haven.

The officers of the council for 1901-1902 are—Pres., James P. Haney; Vice-Pres., Henry T. Bailey; Sec'y, James Hall; Treas., Victor I. Shinn; executive committee, Frederic L. Burnham, Carlton C. McCall, Theodore M. Dillaway, together with the preceding named officers.

The formation of such an association is significant, for it indicates the seriousness with which the application of the manual arts to school-room practice is being considered. The day of manual training oratory is about over; the world is convinced that education has been in the past too intellectual and abstract. All that is now asked of the advocates of handicraft in the school is that they place their subjects upon a good working basis and that they get results.

#### Ancient Egypt.

Prof. Petrie is considered as an authority upon ancient Egypt and he says that we can go back to B. C. 7,000 for the rise of civilization there. There is a country high up in the desert, 1,500 feet above the Nile where an early people lived possibly B. C. 10,000; they used flint implements; when the mud dried sufficiently they went down into the valley and there began to civilize. All the changes are told by the pottery and the sculpture. There was, of course, a prehistoric period when pottery was made; the study of this is very interesting; it seems to be the same the world over; no potter's wheel was used; everything was hand made. A good piece of such pottery is highly valued. In Egypt a large collection has been made of prehistoric articles.

The only feature that marred the success of the recent Y. M. C. A. convention in Boston was the attempt of a few persons to get up a protest against holding a meeting in the Art museum on the ground that it is not a fit place for young people of both sexes to visit in company. An overwhelming majority of the convention ap-

plauded Mr. William E. Dodge, the well-known New York philanthropist, when he administered a public rebuke to the censorious persons—wo had almost said *parties*—but the incident was, to say the least, unfortunate. Such exhibitions of prudery tend to alienate the sympathies of the very people who ought to interest themselves in the excellent humanitarian and educational features of the Y. M. C. A.

Chicago university has developed a modest wish for a fifty million dollar endowment. At the commencement exercises President Harper stated that that is the amount now aimed at. In the same breath he averred that he had never yet asked Mr. J. D. Rockefeller for a cent. Doubtless this is so. Yet there is no doubt that President Harper has a persuasive manner of hinting. Mr. Rockefeller is said to have smiled approvingly at the ambitious project.

The Mayor of Boston has appointed as members of the newly created school-house commission J. Payson Bradley, for one year; John H. Colby for two years, and Frederick O. North, for three years. Mr. Bradley was recommended by the Public School association. He is a well-known member of the Ancient and Honorable Artillery Company, of Boston, a fact which ought to establish his reputation as a gentleman of social prestige and of sobriety. The independent women voters are said to have selected Mr. Colby, who made a pleasing record as alderman. Mr. North was Mayor Hart's own selection as being a typical Boston business man.

International interchange appears to be one of the encouraging signs of the day. It is certain that in a great many things cultivated Americans are following English customs; and it is equally certain that American goods of various sorts are distinctly popular. One of the most surprising instances of the American invasion of England is the statement that Webster's dictionaries, including the new International, are in use in nearly a thousand newspaper offices of the United Kingdom. A veritable triumph this of the American language and of the *labors* of the late Noah Webster.

The treasury department destroys annually between four and five millions of soiled paper money. This money or currency rather is put into a macerator and ground to pulp with water; it now looks like putty; then an alkali is mixed with it and all the ink is extracted; then it is dried and baled and shipped to a manufactory of car wheels; \$40 per ton is obtained for it. Every day a committee of three persons oversees the destruction of the soiled currency; for every dollar thus destroyed a new one is issued; for the one and one-half millions destroyed there is an issue of a like amount of new notes. This is all paid for by the national banks. Once the soiled notes were burned; now they are saved; they make the best kind of car wheels; these of course have steel tires.

The constitution and revised code of laws of the school state at Ellicott City, Maryland, has been issued and represents a valuable departure in education upon lines similar to those laid down by Prin. John T. Ray, of Chicago, and by Wilson Gill, at the New Paltz normal school. Pupil government was introduced by Supt. J. M. Gambrell, in the autumn of 1900, and it has thus far proved to be remarkably successful. The constitution of this school state should be included in the bibliography of this subject.

The enlargement of the King's Daughters is remarkable. They were organized by Mrs. Margaret Bottome in 1886; she is still the presiden. There are "circles" in every country; they erect homes, and hospitals.; a large ston ehospital is at Joliet, a children's home at Tampa, Fla. The order is urged to perform its duties silently and not to talk about them, unless to stimulate others. It is remarkable that the teachers are not organized for benevolent work.

## A Visit to Dr. Dwyer's School.

One of the earliest proverbs that our childish fingers traced with cramped muscles was: "Order is heaven's first law." It takes some of the human race a lifetime to learn this, and many go down to their graves without ever knowing why their lives have been unsuccessful. Page, in his "Theory and Practice of Teaching," says that this order is scarcely more essential to the harmony of heaven than it is to the happiness and success of the school, and that if there be the necessity of order in the school the ability to secure and maintain it is no mean part of the qualification of a good teacher.

To one who visits many schools and whose mind takes a critical attitude toward discipline, the lack of order is one of the first deficiencies noted, and *vice versa*, good order is one of the first recommendations. The reputation that a school bears in a community is generally gauged by its order or lack of order, and when a certain school is characterized as one of the best in the city, the educator instinctively reasons that here he may expect to find Heaven's first law worked out in the lives of the teachers and pupils. A school is never good if this first law cannot be applied to it. The means for making it good may be adequate, the teachers may have the best intentions in the world, the equipment may be complete, but if order is not enforced the school soon loses prestige in the educational world and the world at large.

The results which order brings about in the lives of children are marvelous. Perhaps this is nowhere more clearly shown than in a school of a cosmopolitan character, such an one as is presided over by Dr. John Dwyer, of Manhattan. The building is located on King street, in a section where all sorts and conditions of men are bringing up their families.

### Dr. Dryer's Creed.

Dr. Dwyer is a man of sound common sense. He believes most heartily in the principle that our lives are largely a matter of habit, that the most efficient men and women have been those in whom habit has dominated over impulse. Trifling as seem many of the little duties of school routine, they make up the great whole whose name is habit. Right ways of comporting themselves on the school grounds and in the school-room are enjoined upon the pupils from the outset, and in these they are encouraged and helped and trained every day until habit begins to rule and right living follows.

"Some educators argue," says Dr. Dwyer, "that right thinking precedes right living, but I believe that right habits of living will precede right thinking." Surely to the insistence of this eminently practical theory is due in a large measure the pleasant spirit noticeable throughout Dr. Dwyer's school. The visitor glances from the broad, stolid face of the boy on the front seat along row after row until her eyes are caught by the merry twinkling of brown eyes on the rear seat and on every face there is a happy contented expression.

The spirit of the school is progressive. Dr. Dwyer believes that children should be treated as they would be in outside life, justly, and that a proportionate punishment should follow a commission of wrong doing. On this basis, then, Dr. Dwyer's government rests, and owing to this he speaks with pride of the fact that there have not been more than two cases of incorrigibility in several years. Policemen whose beat is in this section of the city unanimously agree to the good conduct of the King street school boys.

### At Recess.

Such a system of kindly discipline tends to eliminate supervision at recess. A short period of ten or fifteen minutes is devoted to recreation in the way of marching in halls and out of the building, and when the boys return light gymnastic exercises are given in every room. The lads pass, two abreast, by rooms, each pupil marking time until the signal is given his lines to pass. One teacher stands in each corridor and keeps a general look-

out, altho the whole thing goes of itself, as it were. Patrols are stationed along the halls to look after boys who are not in time and line. These are appointed from upper grades, and an appointment depends wholly upon exemplary conduct and diligence in work. The incentive is a worthy one, and the position of patrol is regarded with pride throughout the grades. Patrol seems more dignified and businesslike than monitor, and the name was substituted by the principal because of the misuse of the old term.

### Excellent Work in History.

There is an attitude of good comradeship existing between teachers and pupils in Dr. Dwyer's school. In one upper grammar grade, for instance, this feeling of companionship is delightful. The teacher's ideals are evidently high. His profession is very near his heart and he is trying to get out of it all he can. His hours are not measured by the clock, from nine to three. One has but to step over the threshold of his room to see that he has worked both in season and out. He has planned while others slept. He has enlarged ideas of the way history should be taught, and it needed not the assurance of Dr. Dwyer to confirm a first impression that history is this teacher's specialty. The fact speaks to us from map after map, done with the precision of an engraver, that form a border about the room. Over these pen and ink sketches there are many Perry pictures in groups as the Washington group, the Revolutionary group, the Civil war group. Each map is of large size, done on Bristol board, and represents phases of United States military operations. Here the visitor sees a plan of Charleston harbor and Fort Moultrie; there Boston and its vicinity in Revolutionary days is worked out. Again Washington's campaign on Long Island and up the Hudson is a revelation of what may be accomplished in the way of pen and ink representations. Hills, forts, routes, are all so clearly indicated that the boys carry away a vivid impression of the campaign. Each map is lettered neatly and is accompanied by a concise list of topics. In addition there is stored away for use as occasion arises, a large portfolio containing many more maps. The range of military history in our country is completely covered.

The maps are not up simply for ornament. They are in constant use and are supplemented by blackboard maps. A blackboard plan of Arnold's campaign in Virginia during the latter part of the Revolutionary war served to illustrate the method employed. A manly little fellow, who thought he could carry Arnold from place to place without a break, took the pointer and told the story, weaving in facts as his index moved from place to place. When he seemed doubtful of Arnold's next move a second boy eagerly took up the thread and carried the story to the end.

### Good Music a Feature.

"Music in New York schools has been criticised severely," said Dr. Dwyer. "I should like to have you hear our boys sing." Surely no principal would care to show what has been classed as a weak point in a system were he not convinced that so far as he is concerned an injustice has been done. Whoever the critics are they have certainly passed by Dr. Dwyer's school. Dr. Dwyer certainly has every reason to feel proud. It was the writer's pleasure to hear music in three rooms, and in each the work was not only of a high order but singing seemed a positive pleasure. Hymns that abound in sweet sentiments and melody were taken with real delight and apparent appreciation by the boys, and the spirit of the hour was of the kindest.

In connection with these observations upon singing, it should be added that one has a far better opportunity to judge of the tone and expression during opening exercises in the morning. It was a revelation to one who has never seen boys in great numbers gathered for devotional exercises to watch the hundreds of manly fellows march in elegant precision to their respective

divisions in the alto, soprano, or bass groups. Imagine hundreds of boys pouring in orderly lines thru doors on every side of the room and quietly keeping in step as they weave in and out the aisles until their own seats are reached. Then when the bell strikes every boy is seated as one, and every eye is turned upon the principal, not rigidly, but as easily as an older person gives attention to the lecturer or the preacher.

#### On Flag Day.

The music director played a few bars of a patriotic hymn (for this is June 14, Flag day), and every boy sings. There is noticeable a clearness of tone from most of the little fellows, and an evident striving after distinct enunciation. The mouths open wide and the breath is sent forth, not from the chest alone, but from every respiratory organ.

Preparations for Flag day had been slight in the school, but notwithstanding this material was furnished for exceedingly interesting exercises. Dr. Dwyer made a stirring patriotic address, to which his audience listened with rapt attention. His appeals to their better natures must have found responsive chords in many a boy's heart. He briefly sketched the meaning of patriotism as we understand it in its relation to country, and, dwelling upon the privileges which are enjoyed in this beautiful land of the free, he enjoined upon his listeners the necessity of doing their slightest duty heartily, and in this way they will be living true to the flag. Such words make better teachers, better boys, and better visitors.

#### The School Exhibit.

Perhaps there is no phase of school work around which so much interest centers (unless it be graduation exercises) as the school exhibit. This represents the children's work thru, it may be a term or an entire year. Each piece of paper is individualized by its owner, until it seems to stand out more prominently than any of the other pieces. The attention of parents is often secured by exhibits when it can not be caught in any other way, and the pride with which they view Molly's imperfect vase or Jack's tottering water-jar is equaled only by the pride of Molly and Jack. It is scarcely possible to specialize on any particular set of drawings in the exhibit that was being held in Dr. Dwyer's school, but the evolution from primary grade to highest grammar grade was a study that delighted the visitor. Pictures of mountain, ocean, and boat loads of Indians gave a clue to history and geography stories in the lower grades. Tent, camp fire, Indian braves, and a moon told us that Hiawatha has been a favorite with little people.

In most school exhibits the best papers are selected and only those are shown, but in this drawing exhibit every child's work had a place on the wall. Certainly an equally interesting and decidedly fairer way.

#### Plan for Local History Study.

A definite scheme for the study of local history in the schools has been issued by State Supt. W. W. Stetson, of Maine. It is not intended that the work shall be of the nature of an additional study in the public schools, but that it shall furnish material for lessons in composition, geography, etc. The directions are specific and easily followed; they would seem, too, to be of a sort that will provoke great activity and interest on the part of children. The pupils are required to find out such facts as the date of organization of the first church, its denomination, first minister, etc.; the first mill or other manufactory, when, where, and by whom built; production, industries, how many, number of persons employed, annual value of products.

The remarkable work of the school improvement leagues of Maine was described at length in THE SCHOOL JOURNAL of June 29. This local history study is an important part of it.

The educational department at Augusta is prepared to send copies of the documents free of charge to any interested person.

## Letters.

#### Foreign Appreciation.

In THE JOURNAL for June 4 (a magnificent number indeed) is an appreciation of Col. Parker by the able French educative writer, Gabriel Compayre. I well remember the "Quincy Movement;" it took the world by surprise; it had come to be concluded that bed rock had been reached in education, when lo! a man in the little village of Quincy declares there are better ways.

I was a careful reader of THE SCHOOL JOURNAL and found that a man had gone to Quincy and was taking notes of the procedure there and writing letters under the name of "Ivan;" I read them with care. The processes pictured there by this correspondent (Professor Murphy, of Fishkill, as it afterwards came out) revealed new ideas and new possibilities. I attended a teachers' institute at Newburg conducted by Prof. James J. Chonnot and he showed his appreciation of these methods by posting Ivan's letters in the note book from which he lectured.

It was a great day for education when his book "Talks on Teaching" appeared, it threw new light on the subject. The best of it was that Col. Parker did not say, "Behold me; I know it all," but "Study the Child;" in other words those who would know the secrets of education must search for them themselves.

The same article refers also to Will S. Monroe whom I became acquainted with thru THE JOURNAL; in fact all the "new men" in education seemed to speak thru the pages of THE JOURNAL; it has been just for this an enormous aid to us all. It mentions G. Stanley Hall who has practically enabled the teacher to study children. By the way, how few men in colleges do anything of a practical nature for education; they think it all depends on the text-book; how hard it has been for them to lay aside Greek!

The article by Dr. Butler in the *Educational Review* on Religious Instruction commands much comment by M. Compayre. He seems surprised that we can be desirous that religion should be taught to children, but not at public expense. It seems that some think that if religion is not taught at the time grammar is it will not be taught at all!

I cannot thank THE JOURNAL enough for the valuable things it gives the teacher. True, the period has not yet been reached when all teachers want to know more about education, but the number is larger than it ever was.

EUGENE C. BARSTOW.

Philadelphia.

#### Over-Kindness.

There is one thing I have not seen attended to in your columns, and that is over-kindness, for there is such a thing. When I was a pupil in a noted school, I came under the instruction of two men, both sterling Christians but differing greatly in their pedagogical treatment. A seemed to conceive of a line drawn and that we must hold to it and as near as possible. B looked at us as having made certain accumulations since the previous recitation and his business was to test them; this he did in as ready a method as possible, and if there was any lack he made it up in a good natured way. A was not so popular as B, but was more highly respected. B was what might be called a kind teacher.

I lately visited a small primary school where the teacher was over-kind. "Will that nice little boy on the front seat turn round this way?" "You don't want to read? You are a little bit afraid of the visitor; well, I will excuse you." John is late, but I suppose his breakfast was not ready." There are samples of the teacher's talk, and indicate that there the school needs to be excused for being.

F. L. GLEASON.

Queens.

## Educational Outlook.

### A Letter From Kansas.

While Kansas prides herself perhaps justly upon her public schools both teachers and pupils are badly hampered in their work by the workings of the state uniformity law passed three or four years since. In theory the intent of the law is good, but unfortunately the bill provides for a scale of maximum prices—which is so low that when the contracts were let, all the old line publishers refused to bid, and a consequence the schools of the state are using a set of books inferior in material, in binding, in illustrations, in printing.

In spite of the fact that teachers almost without exception—are dissatisfied with the workings of the law, and that the State Teachers' Association of 1898, by a vote which was practically unanimous, protested against the operations of the law being extended to include text-books used in the high schools, the legislature of 1899 passed a special bill for that purpose, so the high schools as well as the grades are staggering under a burden which is weighing them down, altho, the maximum prices being higher, the books in use in the high schools are of a better quality than those in the lower grades.

The State Teachers' Association of 1900, hoping to get some relief from the new legislature of 1901, appointed a committee on legislation to carry on the work of a similar committee appointed at the meeting of '99; however, owing to some misunderstanding between the state superintendent and the committee, each advocated different measures, and the several bills were before the legislature, nothing was done. As the old law does not expire by limitation, it remains in force, and the schools will be burdened for a second five years by texts which are practically worthless, their only merit being that they are cheap, and so they are; but from every standpoint except the financial one, they are the most costly books ever put into the schools of a state. The writer has personally talked with several hundred teachers, and has found very few who endorse the texts in use; in the larger towns their use is very limited, some superintendents utterly refusing to permit them in the schools under their charge, while some allow the best, but no more; of course, this is a direct violation of the law, and small towns, where "influence" is weak, cannot afford to do this; but they often evade the law by the use of "supplementary" texts, or did so until State Superintendent Nelson decided that no "supplementary" books could be used, reversing his predecessor, State Supt. Stryker. Supt. Nelson is very much opposed to the law, as it is carried out, and is in full sympathy with the teachers of the state in their desire to get some relief, but he thinks that the best way to get rid of an obnoxious law is to enforce it.

The resignation of Chancellor F. H. Snow, of the state university, is deeply regretted by everybody. The cause of his resignation is that his health is broken by a too close application to the laborious duties of his position; then, too, the shock of the death of his son, by drowning in San Francisco bay while he was greeting his friends of the famous Twentieth Kansas, on its return from the Philippines, undermined a constitution already weakened by too close application to work. Last October, hoping that a rest would restore his strength, the board of regents gave him a year's leave of absence, continuing his salary. He spent the winter in California, but the better he decided to resign the chancellorship to take the chair of natural history, his old position. Much as his resignation is regretted, all rejoice that he is not to leave the state and the university which he has spent his life in building up,—and which owes its present rank as among the best in the West to the energy, zeal, enlightened knowledge, and tireless industry of Chancellor Snow.

During the past year Vice-Chancellor W. C. Spangler has had charge, and the commencement in June closed one of the most successful years in the history of the university. Mr. Spangler's success as an executive officer was remarkable,—so much so that his name is oftenest mentioned of any as the successor to Chancellor Snow. It is too soon to tell what will be done, but probably the vice chancellor will remain at the head of the institution during the coming year, while the regents are looking for a man to take the place permanently. Whether their choice will be Mr. Spangler or not, they purpose to do their best to advance the best interests of the university under their control.

The resignation of President A. R. Taylor, of the state normal school, leaves a large place for his successor, Prof. J. N. Wilkinson, to fill; but as Professor Wilkinson is a large man, both mentally and physically, no doubt exists of his capability to fill it successfully. President Taylor will be greatly missed in educational circles, and the meetings of the State Teachers' Association will seem empty and almost profitless without him. For years he has been one of its most influential members, and most regular attendants, and his voice was always heard in the advocacy of progress and enlightenment. He is in the forefront of the "new education" movement in Kansas, but his zeal was always tempered by excellent common sense and a calm, almost unerring judgment, which made him a safe "guide, counselor, and friend." The best wishes of President Taylor's Kansas friends—and they number about a million and a half—go with him to his new field.

Washburn college has also lost its president who resigned a few days ago. President Herrick, one of the most successful of Washburn's executive officers, has been at the head of the college for about five years, and will be much missed there and elsewhere. He has made friends for the college all over the state, and has strengthened the institution in many ways. Your correspondent is not advised as to his future movements.

Alto Geo. T. Fairchild died in another state, his loss is felt especially in Kansas, where he lived and labored so many years as president of the agricultural college at Manhattan, whose name and fame he was instrumental in making world wide. His place was hard to fill, possibly has not been filled in every way—and his memory and influence will endure for many years.

Did space permit I should be glad to write of the commencement at Haskell institute, the great government Indian school, but that must pass with the merest mention. A grand work is being done there in civilizing and educating the Indian youth of both sexes, and in thus fitting them for that citizenship which is so near at hand. The average attendance during the past year was six hundred and thirty, and the average period of the graduating class in school was ten years, so the work done is very thorough, and lasting impressions are made.

Lawrence, Kan.

E. L. COWDRICK.

### Domestic Science in Public Schools.

LAKE PLACID, N. Y.—The third annual conference on home economics was held here June 27-28, with a large attendance. The success of this year's meeting fully justifies the faith of its original instigator, Mrs. Melvil Dewey, that the times are ripe for serious study of domestic problems.

Among the interesting features of the meeting was an extensive report by the committee on public school instruction in domestic economy. The chairman of this committee is Miss Helen Kinne, of Teachers college. Her associates are Miss Abbie L. Marlatt, of the Manual training high school, Providence, R. I.; Miss Louisa A. Nicholass, State normal school, Framingham, Mass.; Miss S. Maria Elliott, Eliot school, Boston, and Mrs. N. S. Kedzie, Peoria, Ill.

The report made by this committee is of more than local value, since it was compiled after a careful study of statistics and data from every school in the country in which an attempt is made to teach the elements of domestic science. Some of the general conclusions arrived at may be stated here:

Domestic science in most places is still classed as a fad. Even its friends are not able to give it the sanction and support it deserves. Yet it is rapidly growing into popular favor. It is taught in the elementary schools of more than fifty cities, and in high schools, manual training schools, and in a number of agricultural colleges and in universities.

There ought to be a campaign of education among the leading educators to make them understand the fundamental principles of this subject. They should realize that the household arts are applications of chemistry, physics, and botany: that their value must be considered broadly from three points of view, that of society, of the individual, and of the school.

Every observing person must have noted the wretched physical conditions of the mass of our people and rightly ascribed much of it to poor nutrition and bad sanitation. There is deplorable ignorance among both poor and well-to-do as to the value of food materials and the proper preparation of them. The teaching of home economics will do something toward making these conditions right.

For the individual the school training in the subject will yield power of muscular expression, self-reliance, practical judgment, and right ideas of the home and its ordering.

In the school this work is to be considered under two aspects—as furnishing healthful and enjoyable muscular activity during school hours, and as stimulating thought in various directions.

In the lower grades the children are interested principally in doing things. Accordingly they are kept busy with such subjects as sewing, weaving, basketry, and cooking. In the upper grades continuous courses are introduced, scientific principles established, and the emphasis placed upon the laws of health. In the high school the instruction becomes more rigidly scientific and economic.

Many correlations are possible: with nature study, with language, oral and written; with number, in estimating quantities and cost; with geography.

Good teaching in this subject, as in any other, depends upon having efficient, well trained teachers.

### University Convocation.

ALBANY, N. Y.—"Tendencies in education," was the general theme of the first day's meeting of the University Convocation. Prof. Elmer Ellsworth Brown, of the University of California, introduced the subject with an excellent paper on "Conditions in Secondary Education." The three forward movements in secondary education are, he said, the inculcation of the spirit of democracy, the fitting of the individual for the sphere in life which he is destined to occupy, and the development of a love of civics and civil government. Among others who joined in the discussion after Professor Brown had finished were Prof. A. S. Downing, of New York city; Prof. G. H. Locke, of the University of Chicago; Supt. C. H. Keyes, of Hartford, Conn.; Supt. C. B. Gilbert, of Rochester, N. Y.; Prof. Frederick

Van Dusen, of the Ogdensburg, N. Y., academy; Prin. James Winne, of the Poughkeepsie high school; Prin. Frank S. Fosdick, of the Morning Park school, Buffalo.

The afternoon session, which was devoted to tendencies in the higher education brought out interesting talks from Pres. G. Stanley Hall, of Clark university, Worcester; Pres. M. W. Stryker, of Hamilton; Pres. Rush Rhees of the University of Rochester; Dr. A. E. Winship, of Boston; Pres. A. V. Raymond, of Union; and W. B. Gunnison, of the Erasmus hall high school, Brooklyn.

#### Compliment to Dr. Phillips.

BIRMINGHAM, ALA.—Whether he will accept or not is not known, but it has transpired that Supt. J. H. Phillips of this city has been elected to the superintendency at San Antonio, Texas, at a salary of \$3,000. This is more than he has been getting at Birmingham, but there are those who say that Dr. Phillips is so attached to his home here that he is unlikely to leave. He can certainly ill be spared.

#### Manual Training Teachers in Session.

The first day of the convocation of the Eastern Manual Training Association was the occasion of a good address of welcome from Supt. H. P. Emerson, of Buffalo and of a talk by Col. F. W. Parker, of Chicago, on "Expression in its Relation to Education." Supervisors Fred Warren Smedley, of Chicago, and William L. Crane, of Dayton, also read papers. A gentleman named Hubbarb, sometimes known as the "Sage of East Aurora," also gave a talk on the topic "The Roycroft Shop." The Sage's address as usual was a brilliant one. Prof. Charles R. Richards, of Teachers College, spoke on "Handicraft in the Grades."

In connection with the convention there was a very creditable exhibition of manual work done in Buffalo schools.

#### In and Around New York City.

##### Elected to High School Positions.

The following persons have been designated as teachers in the regular high schools:

Rachel Bergamini, assistant teacher of English, Wadleigh high school.

L. Marie Peirce, assistant teacher of English and history, Peter Cooper high school.

Miriam Newcomb, assistant teacher of English and history, De Witt Clinton high school.

Camille Fontaine, French, De Witt Clinton high school.

Martha M. Clark, junior teacher of Latin and Greek, Wadleigh.

M. Grace Stone, assistant teacher of Latin, Wadleigh.

Adele Oppenheimer, junior teacher of biology, Wadleigh.

S. Virginia Sherwood, assistant teacher of English, N. Y. training school for teachers.

John W. Hall, assistant teacher of psychology, New York training school for teachers.

##### A Deadlock in Transfers.

At the meeting of the Manhattan board, July 1, an out-and-out deadlock developed in connection with the promotion and transfers of certain principals. The friction arose from a report of the board of superintendents asking to withdraw the nomination for transfer of Prin. Wallace F. Lyons from P. S. 155 to P. S. 40, and of Prin. Albert Shiels from P. S. 125 to P. S. 155. They then submitted a new nomination that of Principal Shiels from P. S. 125 to P. S. 40. This the committee on teachers rejected. So, too, they did the recommendation that Dr. W. J. O'Shea be transferred from P. S. 75 to P. S. 171. Some feeling resulted and a motion to lay a large number of other nominations over was carried. This means that a special meeting will have to be called some time next month to settle upon these cases.

##### School Janitors Win.

The public school janitors have won their suit for the recovery of salaries that have been held up since the first of May. Decision was handed down by Justice Gaynor, of the supreme court. Justice Gaynor ruled that by section 1075 of the city charter janitors are to be appointed by the borough school board. In the test case that was submitted it was conceded that the janitor of P. S. No. 26 is entitled to the sum of \$203.75, due him May 1, and that he must be paid.

##### Work of the Children's Aid Society.

The big farm at Kensico is already overflowing with children from the tenement districts of the city. No attempt is made to conduct a summer school, but the boys are encouraged to make collections, to fish, swim, and get the full benefit of an outdoor life.

An interesting fact to note is that this society has about given up any attempt to take Jewish boys to the country, because the life there does not appeal to them; the loneliness is found to be too much for them. The East-side Jew is homesick when away from crowded streets. Perhaps this is an inheritance from centuries of existence in swarming ghettos.

The annual announcement of Teachers College grows bulkier each year, indicating the remarkable growth of the great school on the heights. A number of new names appear in the faculty list and courses are offered that have not been given before. Full details regarding fees, expenses, dormitory and dining regulations, fellowships, scholarships, etc. are printed.

The school board has shown its appreciation of the excellent work done by Associate Supt. Andrew W. Edson, Thomas S. O'Brien, and Alfred T. Schaufler, by re-electing all three for terms of six years.

Eighty-nine play centers opened Monday, July 8. The teaching corps at these is between 800 and 900.

BAY RIDGE, L. I.—It looks like a high school for this ward of Brooklyn. Prin. C. D. Larkins, of the manual training high school, has applied for rooms in the old building of P. S. No. 102, recently vacated. This will be an entering wedge. In course of time Bay Ridge may get the school it needs.

#### New England Notes.

##### In Medford Town.

Several important changes will take place in the faculty of Tufts college for next year. Dr. Franz X. Ess leaves the department of modern languages; Dr. Pasteur, of Springfield, O., now studying at Harvard, has been elected his successor. Prof. Charles St. C. Warde, professor of Greek, will spend the next year in the American school at Athens, and his courses will be in charge of Professors Schaefer and Dennison. Prof. Benjamin G. Brown, for forty years at the head of the department of mathematics, who, it was reported was about to resign, will return and resume his courses in the fall, as will also Prof. David L. Maulsby, of the department of English.

June 19 was a very interesting occasion at the Medford high school, as on that day Mr. Louis L. Dame completed twenty-five years of service as principal. In the morning special commemorative exercises were held in the hall, a pleasant feature of the occasion being the presentation of a bouquet of twenty-five roses to Mr. Dame by the president of the senior class, Mr. Dana W. Daly. In the evening a reception in honor of Mr. Dame was held in the hall, with about five hundred guests present. A special guest of the evening was Mr. Charles E. Cummings, for the thirty years immediately preceding Mr. Dame's election the principal of the school. Few schools can boast of retaining the services of two men in succession for more than half a century. Mr. Dame is sixty-three years old, was graduated from Tufts college in 1860, and then for two years was the principal of the Braintree high school. He then went to the front as a lieutenant in the Fifteenth Massachusetts cavalry. At the close of the war he was in succession principal of the Lexington, the Nantucket, and the Stoneham high schools, until in 1876 he was elected to his present position.

##### Briefer Notes

AYER, MASS.—Supt. Arthur P. Irving, of Ayer and West Boylston, has been elected principal of a grammar school in Springfield and has resigned his present position.

MALDEN, MASS.—Prin. F. A. Parsons, of the Maplewood school, has resigned to accept a position at Teachers college, Columbia university.

ANDOVER, MASS.—A bronze tablet with a profile view of the late Prof. Edwards A. Park has been placed on the wall of the seminary chapel, the gift of Mr. Warren F. Draper, for many years the proprietor of the famous Andover Bookstore. A portrait of Prof. Egbert C. Smyth was given to the seminary at the alumni dinner by the students, an appropriate address being made by Rev. Harry P. Dewey, D.D., of Brooklyn.

WILBRAHAM, MASS.—At the annual meeting of the trustees of Wesleyan academy, Miss Colleen Cushing, class of 1801, was elected instructor in vocal music, to succeed Miss Phoebe J. Harper, resigned.

NORTHAMPTON, MASS.—One of the pleasing events in connection with the commencement of Smith college, on June 10, was the announcement of a gift of \$100,000 from a friend who withholds his name. The college graduated 234, of whom 243 received the degree of A.B. Miss Harriet A. Boyd, instructor in Greek and Greek archaeology, has discovered a buried village in Crete. President Seeley announced the following appointments to the faculty for the coming year: Miss Amy L. Barber, class of '91, about to receive the Ph.D. at Yale, assistant in Greek; Franklin C. G. Schmidt, a graduate of Wisconsin university, assistant in German; Mlle. Jeanne B. Houssais, a teacher at Packer institute, Brooklyn, N. Y., assistant in French; Miss Harriet G. Martin, class of '99, reader in English literature; Miss Julia W. Snow, Ph.D., a graduate of Cornell and Zurich, assistant in botany; Miss Olive B. Rumsey, who has been teaching at Wellesley, assistant in English; and Miss Charlotte R. Emerson, class of '97, a daughter of Professor Emerson, assistant in geology.

**BELCHERTOWN, MASS.**—Mr. Jewell B. Knight, a native of this town and a graduate of the high school, has been honored by an appointment from the English government to go to India and establish an agricultural college there. Mr. Knight is a graduate of the Massachusetts Agricultural college, Amherst, where he is now pursuing a post-graduate course; he expects the master's degree at the coming commencement. He has taught in district schools and in the Belchertown high school, and has fitted many pupils for college privately. He agrees to remain for three years in his new work in India, and he will leave for that country in a few weeks.

**PORTSMOUTH, N. H.**—Prin. John L. Mitchell, principal of the Whipple grammar school, Prin. W. A. Lewis, of the high school, and Miss Olive A. Akerman, assistant in the high school, have all resigned their positions.

**KINGSTON.**—The principal of Sanborn seminary, Prof. Farnsworth, closed his services at the end of the term, and at the anniversary exercises the board announced the appointment of Prof. Z. Kerup as his successor.

**SOUTH BERWICK, ME.**—Hon. Wm. H. Morton, of Salmon Falls, N. H., has presented Berwick academy with a scholarship of \$3,000, the income to be used to aid needy students.

**BRUNSWICK, ME.**—Mr. William J. Curtis, of New York, has given Bowdoin college \$3,000, the income to be used for a prize for the best essay upon some subject connected with United States or colonial history. The gift is in the name of the class of 1895.

**NEW HAVEN, CONN.**—The principal of the normal school lately expelled one young lady, a member of the junior class, and suspended three others for making a disturbance while he was conducting devotional exercises.

### News from Chicago.

**CHICAGO, ILL.**—Mayor Harrison has re-appointed four of the retiring trustees of the board of education and three new members will be introduced at the next meeting. The mayor appoints seven trustees every year for a term of three years. Those whose terms expired were: Mrs. Isabelle O'Keefe, Messrs. Frank J. Loesch, Joseph Downey, C. R. Walleck, Austin O. Sexton, James A. Peterson, and John F. Wolff. All but Messrs. Sexton, Walleck, and Peterson were re-appointed. Charles J. Vopicka was appointed to succeed Trustee Walleck. Mr. Vopicka is the president of the Atlas Brewing Company and is one of the best known and most popular Bohemians in the United States. Dr. Heinrich Hartung, who succeeds Mr. Sexton, was recommended to the mayor by the United German Turner societies of Chicago and was appointed on this account. Mr. Charles J. Holmes, who succeeds Mr. Peterson, is a real estate dealer, who lives in the northwestern section of the city.

The mayor had been petitioned by many Roman Catholics asking that none of the retiring members who voted to place free text-books in the first four grades should be re-appointed. Dr. Hartung is a strong advocate of free text-books. Mr. Loesch, who led the fight for free text books, was reappointed.

Mr. Graham H. Harris will be re-elected president of the board if he desires to hold the office for another year. Mr. Thomas Gallagher will be re-elected vice-president.

Supt. Cooley is to evolve a plan for the rating of pupils who are graduated from the high schools. Hitherto children from outside schools have come under higher rating. This system is to be abandoned.

A teacher in the summer school has been reprimanded severely by Supt. Cooley for her adoption of a novel punishment to correct gum chewing during school hours. The teacher compelled some of her boy pupils to chew small pieces of castile soap in order to wean them of the habit of chewing gum. Four boys were made sick after a dose of this punishment and their parents made complaint to the district superintendent. On investigation showed that the father of one of the gum chewers sold a certain brand of gum and gave his boy packages every day to distribute among the pupils as an advertisement. The teacher ordered the gum to be thrown into the waste basket but there was no end to the supply. This exasperated the teacher to such an extent that she compelled the boys to chew soap.

The Octavius club, which is composed of eighth-grade teachers, has elected the following officers for the coming school year: Pres., Mary C. Crowe, Raymond school; Vice-Pres., Effie Kilbourne, Kenwood school; Sec'y, M. B. Wight, Hayes school; Treas., Mrs. Jessie Gillis, Park Manor school.

The officers were immediately installed in order that they might plan the work of the club for 1901-2.

The installation of the officers of the Chicago Teachers' club took place at the Masonic Temple last Saturday. Mrs. Diana Von H. Clock, of the Tennyson school, took the gavel from the hands of Miss Elizabeth B. Root and ruled over a social gathering.

Mr. Oscar L. McNurry, recently elected to the department of manual training at the Chicago Normal school, compared

Eastern methods in manual training with those of the West in an address delivered before the Manual Training Association last Saturday. He urged the expediency of establishing courses in the elementary schools. He maintained that children should not be compelled to wait until they get to the high schools before they take up manual training.

The Chicago Teachers' Federation won another point last Saturday in its fight in the supreme court to compel the state board of equalization to tax the stock of street railway and gas corporations. The court decided not to extend its rule concerning oral arguments, and W. G. Beale, counsel for some of the corporations, was not allowed to show that the assessments on street railway property were higher than on other property. The court held that it was a matter of assessing all the property of the companies. The arguments in this famous case were then closed and the court took the matter under advisement. If the federation wins the suit the tax income is expected to be increased to such an extent that the grade teachers will be able to secure a restoration of the 1898 schedule of salary raises.

The optional pension law went into effect July 1, but so far there have been few withdrawals from the pension fund. Secretary Larson has only received one application for withdrawal. It is not expected that many will be sent in until near the opening of the schools. A notice of withdrawal means that the usual one per cent. contribution taken from the salaries of teachers must in future be included in the teachers' check. During the vacation the Chicago Teachers' Federation and the Chicago Teachers' Club will work hard to persuade teachers not to withdraw from the fund.

The Chicago Bureau of Geography, which is composed of principals and teachers in the public schools, has issued an appeal to the wealthy citizens of Chicago to come to the aid of the project to send traveling museums to the schools for class work. The academy of sciences started the bureau on its way and the members have contributed nearly \$1,000 to the plan. The bureau wants \$7,000, however, to equip the museums. The great benefits to be derived from these museums are set forth in a long circular which has been sent to the prominent men and women of the city.

Superintendent Cooley broke a year of hard work by going fishing for a few days at Manitowish with President Harris. The fate of four of the district superintendents was left in his hands. He was given the selection of ten out of the fourteen now on the pay roll. He left the city to escape petitions from friends of the district superintendents urging him to recommend them for re-election.

Mrs. Jean W. McW. Mellor will be elected supervisor of drawing in the elementary grades to succeed Miss Josephine E. Locke. The latter has been in Europe and Egypt during the last year and declined to return unless the board of education raised her salary.

### Interesting Notes from Everywhere.

**SAN FRANCISCO, CAL.**—The board of education has been informed that it has no jurisdiction over matters concerning the repair and renovation of school-houses. Needless to say that the school directors are highly disgusted at this decision. The board of public works is thus put in control and way is made for no end of red tape.

**PITTSBURG, PA.**—The committee of educators who have charge of the arrangements for the new Carnegie technical school has recommended the purchase of a site on high ground overlooking the Carnegie art museum. The tract is one of fifty or sixty acres and is one of the sightliest that could be chosen.

**FAIRPORT, N. Y.**—The vacancy created by the resignation of Prin. Arthur C. Simmons, who has accepted the place at the Jamaica normal school, has been filled by the election of Supt. T. Y. Wilbur, of Waterloo.

**CANTON, O.**—Some elections are to be recorded: Mr. C. A. Armstrong, teacher in the high school for the past six years, has been elected principal to succeed Prin. J. M. Sarver, principal elect. Two new principals are also announced—Prin. M. E. McFarren, now at Osnaburg, O., and Prin. J. A. Syler, of New Berlin, O.

The Havana, Cuba, *Post* has reprinted an address of Prin. C. N. Drum, of the Montgomery school, Syracuse, on the practical workings of the school city in that school. This is being given a good circulation thruout the island in the interest of Mr. Wilson Gill's school city.

**MORGANTOWN, W. VA.**—The catalog of the University of West Virginia has been issued, containing full announcements for 1901-1902. This institute, in spite of its troubles and dissensions, is doing a great work in its territory and offers rather unusual advantages to students.

**OYSTER BAY, L. I.**—Dedication exercises of the new high school, Mr. C. A. Woodward, principal, was held June 24. Among the speakers were Hon. Theodore Roosevelt, Vice-

president of the United States; Hon. James P. Niemann, district attorney of Nassau county; School Commissioner Dr. James S. Cooley, and others.

KIRKVILLE, Mo.—Mr. J. R. Kirke has been re-elected to the presidency of the Kirkville normal school.

MARSHALL, MICH.—At a recent meeting of the school board Mr. Harold Verner, late of Wichita, Kas., was elected to the principalship of the high school.

The Chester, Pa., school board has placed contracts with the J. M. Sauder Company for one hundred cherry commercial desks and with the American School Furniture Company for 600 Chandler adjustable desks and 500 opera chairs. All these are for equipment of the new high school.

NEWPORT, NEWS, VA.—Mr. Samuel G. Anspach now of Roanoke, but formerly of this city, has been called back to take the principalship of the new high school. Two of the new assistants in the school will be Prin. W. C. Morton, of the Suffolk, Va., high school, and Prin. Ernest Shawen, of a high school in Maryland.

UTICA, N. Y.—The graduating exercises of the teachers' training classes came off June 29. The principal speaker was Supt. W. H. Maxwell, of New York.

AUBURN, N. Y.—Mr. Clarence F. Baldwin has been elected to the school board. He takes the place left vacant by Mr. Charles H. Abbott.

MIDDLETOWN, CONN.—To fill the vacancy created at Wesleyan university by the resignation of Dr. Lease last February, George D. Chase, A. B. (Harvard, '89), Ph.D. (Harvard, '97), has been appointed instructor in Latin.

ALBANY, N. Y.—The Albany teachers training school held its eighteenth graduation exercises June 28. The address to the class was made by Supt. W. M. Maxwell, who spoke broadly of the advance in pedagogical matters in recent years and paid a pleasing tribute to the remarkable work that has been done at the school in Albany.

RALEIGH, N. C.—A contract for a new textile school has been placed with M. A. Moser of this city. The building is to cost \$20,000. More than \$25,000 worth of machinery has been offered to the school.

In Strasburg and other German cities dental instruction has lately been introduced into the schools. In some parts of Bavaria 99 per cent. of the children were found to have carious teeth.

BEAVER, PA.—The newly chosen principal of the high school is Mr. J. W. Springer, who has for several years been first assistant. Mr. J. D. Craig becomes first assistant.

UTICA, N. Y.—A commercial department will be inaugurated at the Utica free academy beginning September next. Mr. G. W. Sandford, of Plainfield, N. J., has been assigned as instructor at a salary of \$1,400. Mr. Sandford is a graduate of the Genessee normal school and of the Albany business college, and has taught in the Brooklyn Polytechnic Institute and at Plainfield. He is considered remarkably well equipped for the new place.

DES MOINES, IA.—Pres. H. L. Preston, of the school board, has resigned on account of removal from the city. No one has been suggested for his place.

ROCHESTER, N. Y.—The school board purposes to abolish the system of regents' examinations in this city and in its stead to substitute a local system. The plan has been thought of for some time and is approved by Supt. Gilbert.

HARRISBURG, PA.—Governor Stone has signed a bill authorizing school directors of townships of more than 4,000 inhabitants to employ a supervising principal.

MCKEESPORT, PA.—There is trouble in this town on account of the prevalence of the marrying habit among the teachers. During the past year some twenty-eight contracts were broken by teachers who were married. To prevent a recurrence of such trouble the school board has demanded that every teacher in signing her next year's contract give her word of honor not to be married during the school year. This several of the best teachers have refused to do.

LOUISVILLE, KY.—Several elections at the Boys' high school are to be reported. Mr. G. B. Overton has been chosen full professor of Greek, *vice* Mr. John Patterson, resigned. Mr. E. O. Holland has been elected full professor of English. Mr. Robert N. Miller, salutatorian of the class of '97, and a recent graduate of the Rose polytechnic, has been elected assistant professor of science.

At the manual training high school, Mr. R. M. Parks, of Bedford, Ky., a graduate of Johns Hopkins university, has been appointed professor of chemistry. No successor to Mr. Ira Davenport, who recently resigned, has been chosen.

BROOKVILLE, PA.—The Jefferson county Teachers' Association met in convention June 2. A good practical paper on the purchase and care of books and supplies was read by Supt. W. C. N. Smith. Other speakers were Dr. J. W. Foust, of Reynoldsville, and Hon. George W. Reed.

MT. GRETNNA, PA.—The department of instruction conducted under Chautauquan auspices, opened July 3, with an address by Prof. Francis H. Green, of the West Chester normal schools on "Getting Acquainted with Authors."

COLUMBIA, TENN.—The Tennessee state colored teachers' association met here June 27. In the selection of officers Mr. G. E. Washington, of Nashville was chosen president, and Mr. A. T. Hill, of Pulaski, secretary-treasurer.

ATLANTA, GA.—State Supt. Glenn has appointed Mr. R. L. Moon, of Monroe county, and Mr. Ralph W. Adamson, of Carroll county, as teachers to go to the Philippines. Both have accepted.

CINCINNATI, O.—The corps of instructors at the University of Cincinnati is to be increased by the accession of Prof. C. W. Marx, of the University of Missouri, who will take charge of the department of engineering.

EDINBURGH, SCOTLAND.—Prof. James Gordon McGregor, of the University of Dalhousie, in Halifax, has been called to fill the chair of natural philosophy. Prof. McGregor is regarded as one of the ablest of Canadian teachers.

IRONTON, O.—Prin. Charles H. Stetson, of the high school, has resigned to go to Nashville, Tenn. His place has not yet been filled, tho it seems probable that some of the local talent will be recognized.

COHOES, N. Y.—Prin. Edward W. Hayward comes to Cohoes as superintendent. He is now at the Lockport, N. Y., high school. His contract is for four years, the maximum salary being \$2,000.

ATLANTA, ILL.—Mr. Antony Middleton, formerly superintendent at Chenoa, Ill., has been elected to a similar position here.

OSWEGO, N. Y.—Justice Andrews, of Syracuse, has dismissed the complaint brought in by Michael McCowan *et al* (school commissioners) in which they sought to restrain State Supt. C. R. Skinner from taking part in the election of a superintendent at Oswego. It was designed to test the constitutionality of the provision that allows the state superintendent to step in and cast the deciding vote in cases where the school board has failed to elect.

The board of education has finally adjusted the salary of Mr. L. E. Larson, the secretary of the board. Mr. Larson is a civil service appointee. His predecessor received \$4,000 a year, but the board has been paying Mr. Larson only \$1,800 while the assistant secretary was receiving \$3,200 a year. The board decided to give Mr. Larson back pay at the rate of \$3,200 a year and his salary has been fixed at that sum. It was the intention to re-organize the office, but this plan has practically been abandoned.

NEW ORLEANS, LA.—The graduation exercises, June 19, of McDonogh high school No. 2, known as the Upper Girls' high school, was very simple and impressive. The diplomas were awarded by Mr. C. C. Luzenberg, of the normal and high school committee; the medal for the best English essay was presented by Pres. Sidney F. Lewis, of the high school alumni, to Louise Throsbacher, and City Supt. Warren Easton bestowed the French medal given by *l'Athenée Louisianaise*, upon Mabel Cahn.

HAVANA, CUBA.—Statistics for the four months ending Jan. 1, 1901 have been compiled and show that there are 3,567 schools in Cuba and 3,983 school teachers, of whom 3,468 are white and 119 are colored; 2,127 women and 1,456 men. The number of pupils is 172,273, and the average attendance per school is 34. The cost per pupil per month is \$1.83. The total annual expenditure on account of schools now exceeds \$4,000,000, and will probably soon reach \$6,000,000.

SYRACUSE, N. Y.—A petition has been received from members of the Retail Merchants' Association for the rigid enforcement of the rule against the sale of merchandise by teachers in the schools. It is asked that the rule be made to prohibit sales even in "cases of emergency," where an exception has been made.

ROCHESTER, N. Y.—A basement fire in school No. 5 gave a thorough test of the efficacy of the fire drill. Principal Pye, upon the appearance of smoke, sounded the gong for the fire drill. The teachers, realizing that something was up, kept the children from crowding and started the march to the street. The children in the primary grades were out first, followed closely by those of the upper grades. The whole building was cleared in one minute and a half. The fire was speedily got under control.

The Chicago Teachers' Federation has decided that the work for the coming year will consist of discussions and investigations of alleged fads in the schools. A Teachers' Pension society is to be formed among those who favor keeping up their payments to the fund.

If you feel too tired for work or pleasure, take Hood's Sarsaparilla—it cures that tired feeling.

## Notes of New Books.

Seventy-five lessons in *First Year Latin* would seem to be a reasonable allowance for the first year's work in the high school. This book of Messrs Collar & Daniell is very much improved. The exercises for translation into Latin are short. The authors state that "if any class seems to need more of such practice it may be supplemented by having a translation of the Latin exercises written out and after a little interval retranslated." Probably most teachers will be content with the amount of English-Latin contained in the book, for there is little enough profit in "making Latines" with a beginner's class.

This book introduces the conjugation of the verb very early—in fact in the third lesson. The conjugations are compared wherever there is likeness. For instance the pupil learns *amabam* and *monebam* in the same lesson. The demonstrative pronouns are learned before the interminable tasks of classifying consonant and *i* stems begins. The whole tendency in the book seems to be toward bringing the more important and idiomatic forms and uses to the front, in order that the pupil may get hold of the essential things while his interest is freshest.

This theory of a first Latin book is directly contradictory to that held by Professor Bennett, who in his beginner's book follows closely the order of presentation prevailing in the standard grammars, claiming that it is more pedagogical to accustom the pupil thruout his course to one order of presentation. It would be interesting to pit these theories against each other in the same school, and to study the results. (Ginn & Company, Boston.)

*The Junior Euclid*, Books III. and IV., by S. W. Finn, M. A.; headmaster Sandbach school; foundation scholar of St. John's college, Cambridge; senior mathematical master at Bedford County school. This has been prepared on the same general lines as those adopted in the corresponding edition of Books I. and II. Special attention has been given to "Identical Equality of Two Triangles" and "Geometry of the Triangle." Many converse propositions have been included in the text. A collection of riders, many of them taken from Oxford and Cambridge examination papers is given. Exercises are given on the pedal triangle, the nine points circle, radical axis and coaxal circles and maxima and minima. (Clarendon Press, Oxford, Eng., 350 pp.)

*Banking*, a text-book for schools and colleges by Seymour Eaton, of the Drexel Institute, Philadelphia, is a clear, concise statement of the fundamental principles governing commercial transactions. All that the average business person needs to know about banking, collections, negotiable paper, stocks, bonds, transportation, shipping, warehousing, etc., is compactly brought together in a book of about 200 pages. Numerous examination questions are included; these ought to be very useful for class-room work. Professor Eaton's style is clear and interesting, even when he is treating a technical subject. His book is a valuable contribution to the literature of commercial education. (P. W. Ziegler & Company, Philadelphia.)

Two new books for educators are deserving special attention. *Manual of Arithmetic* is a guide to the "Systematic Study of Problems." The plans presented are practical. The student is taught to analyze each problem into parts. By this process a clear comprehension follows. *Supplemental Methods* is splendid. It helps the uncertain teacher to plan her lessons after a rational method and furnishes considerable material for supplemental work. (Crane & Company, Topeka, Kan.)

The bean that was put to bed in the soft earth by little Nell sprouted under the influence of sun and rain. It grew up rapidly, and as it grew it kept up a running conversation with Nell. The child must have learned a deal about the growth of plants as she listened. So, too, will the children who read *The Life of a Bean*, written by students of the Oswego normal school, and edited by Mary E. Laing. The lively personification which is its marked characteristic cannot fail to be attractive to the very little people for whom the book is intended. (D. C. Heath & Company, Boston.)

The question always arises when a new work on English comes from the press: What points of excellence has it to warrant its being substituted for English lessons already in use? Run over even quickly the pages of *Foundation Lessons in English* by O. I. Woodley and M. S. Woodley and the superior excellence of the work is at once seen. Correlating with the conversation, composition, and reading lessons are picture studies of famous paintings, whose clear reproductions could never have been effected on an inferior quality of paper. There are two of these books. The price of Book One is \$0.40; the price of Book Two is \$0.50. (The Macmillan Company.)

The publishers of McCulloch's *Men and Measures of Half a Century* have brought out a new edition of that fascinating autobiography. It is beautifully printed and well bound. The work is far more than a collection of anecdotes and opinions. It contains a fine treatment of the question of protection to American industries. The study here presented of the character of General McClellan is admirably just. On any and every subject to which reference is made we are given the facts not only truthfully but also graphically, by one who is an excellent story-teller. We feel the power of the testimony of the eye-witness. This is a book full of the best and the kindest of that philosophy of life known as worldly wisdom; shown for example in the author's comments upon a great lawyer in the Johnson impeachment case who was lost to the historical world of public life because of the burden of an immense personal estate to manage. There are many discussions on first hand knowledge of such matters as the legal tender acts, our shipping interests, the markets of the world, the causes of the fall of the Confederacy, and the pros and cons of the slavery dispute. We get new and better views of Johnson, who succeeded Lincoln, and of Thomas, one of the noblest characters in history, whether of war or of peace. The book is indeed a veritable mine of reliable information, which makes the past live again, as it was once seen by a great public financier. [Reprinted 1900. Scribner's Sons, New York. 8 vo. pp. 542. Good index.]

Three classes of readers are going to be especially enchanted by Miss Esther Singleton's *The Furniture of Our Forefathers*. The book will be of commercial value to the professional collectors of antique furniture; and this has become, as many of us know, rather a large class, composed of persons who scour every out of the way corner of the land in search of finds. The still more numerous people who, being possessed of refined tastes, detest the trade furniture of to-day and look to filling their houses with good models of the art of the past, whether originals or hand-made reproductions, will find in the series most valuable examples and suggestions for copying. Finally every genuine student of American history, whether he has caught the craze for antique furniture or not, will want to read Miss Singleton's work for the sake of the brilliant illumination it sheds upon the period of colonial history. The specimens of colonial furniture that are on exhibition in museums and private dwellings thruout the country are not less valuable historical documents than are the written and printed records of the time. Cabinet-making was the characteristic art of the colonies—the first to be developed in the new land. Miss Singleton has included in her text so many citations from colonial papers regarding prominent craftsmen of Philadelphia, Charleston, and other towns that her work is of intense interest to the student of history.

The examples of colonial masterpieces are judiciously selected and admirably reproduced. Miss Singleton has performed her task *con amore*, being herself of an old Maryland family in which the love of the stately and venerable is hereditary. Many of the best things shown are now in the possession of old Southern families. (Doubleday-Page Company, New York.)

No finality has ever been reached in the teaching of reading—perhaps never will be reached. The method that seems to succeed in one locality, under one superintendent will fail elsewhere. Yet because methods are so varied, each containing good points, it is very necessary for the intelligent teacher to know as many of them as possible. The ideal way to get acquainted with the methods prevalent in different cities is thru travel and personal observation. The next best way is thru well written accounts of what is being done. Readers of *Primary Education* will remember the series of articles on "Teaching Reading in Ten Cities," which appeared, if we mistake not, in the year 1899-1900. These papers have been put together in book form and constitute a very valuable compendium for principals, superintendents, and teachers of the lower grades. Articles upon the methods of teaching employed in the following cities are included: St. Paul, by Sarah C. Brooks, supervisor of primary schools; Boston, by Sarah Louise Arnold, supervisor primary grades; Indianapolis, by Amy B. Alger; Brooklyn, by Ellen E. Kenyon Warner; Kansas City, by Josephine Heermans, principal Whittier school; Chicago, by Ida A. Shaver, principal Cooper school; Washington, by Elizabeth A. Denny, director of primary instruction; New Haven, by May R. Atwater; Cleveland, by Emma C. Davis, general supervisor; Birmingham, by Loula Bradford; Chicago normal school, by Flora J. Cooke. (The Educational Publishing Company, Boston.)

In *The Discovery of the Old Northwest*, James Baldwin has given a connected series of sketches which unfold the story of this interesting region. He begins with the first approach by Jacques Cartier, introduces thrilling little tales in which the Indian figures, touches on the manners and customs of the period, and paints with a kindly hand the relations between the white men and the Indians. Most of the stories will be new to young readers. The interest which is woven about this mysterious great Northwest thru these stories is sustained until Mr. Baldwin writes his "After Word." Thru page after page the child will read with eager attention; he will meet Hennepin Duluth, Tonty, Lasalle, study their traits under the author's guidance and bid them good-by only as he closes the book with a sigh that there are not more pages. The price of this book is 60c. (American Book Company, New York.)

A better choice from the great number of paintings left by the master could hardly have been made than appears in Miss Estelle M. Hurl's *Titian*. The pictures are equally divided between portraits and subject pictures. As is the case in all of this excellent Riverside Art series, the plates are remarkably well printed on fine paper. The pictures shown are the Portrait of Titian, painted by himself; The Physician Parma; The Presentation of the Virgin; The Empress Isabella; Madonna and Child with Saints; Philip II; St. Christopher; Lavinia; Christ of the Tribune Money; Bella; Medea and Venus; The Man with the Glove; The Assumption of the Virgin; Flora; The Pessio Madonna; St. John the Baptist.

Miss Hurl's text which accompanies each picture has the qualities of simplicity and helpfulness. Where there is a story to tell, it is told very entertainingly. Of formal art criticism there is very little, and that is couched in language that has no smack of shop. The reader who was not previously familiar with the spirit of the age in which Titian lived will surely get from this book some appreciation of what life was during the ninety years in which the great Venetian painted. The darker side of the age has not been revealed.

The introduction contains a valuable commentary upon Titian's characteristics as an artist. The list of books of reference will be valuable to those who have the taste to read further. (Houghton, Mifflin & Company, Boston.)

Those who read *The Helmet of Navarre* when it was running as a serial in *The Century Magazine* and the many who have heard of the wonderful success of the story will be glad to see it in book form. It is the first effort of the author, Bertha Runkle, who has handled her plot and her characters brilliantly. The reader plunges into the stirring scenes between the Huguenots and the Catholic League in the very first chapter, and the action is rapid and the scenes often shifted, so there is no waning of interest to the end of the story. It is a tale of

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NEW YORK, CHICAGO and BOSTON.

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#### Gains for the Year 1900:

IN ASSETS,	\$3,167,819.96
IN INSURANCE IN FORCE (Life Department Only),	8,685,297.06
INCREASE IN RESERVES (Both Depts.), (3 1/2 per cent. basis)	2,484,392.52
PREMIUMS COLLECTED,	6,890,868.55

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love and loyalty, of courage, dash, and daring, in which swords are often drawn, but now and then sheathed while the hero declares his passion for Mademoiselle de Montluc, the lovely "Rose of Lorraine." She is a heroine for whom the reader willingly sees large risks taken; the Comte de Mar is a wrooer worthy of his cause; Mayenne is a born master of men; St. Quentin a leader whose success in bringing about Navarre's acceptance of the Catholic religion surprises no one; and Lucas and Vige are interesting personalities. Felix Broux's devotion to Monsieur is no more remarkable than the highly-painted and polished style in which he tells his story. (The Century Company, New York. Price, \$1.50.)

South Africa is many times more interesting to the average reader than it was before bloody war made the names of its towns and rivers as familiar as household words all over the world. *A Daughter of the Veldt*, by Basil Barnard, will therefore have a charm aside from the interest of the plot and the excellence of the literary workmanship. The action begins and the greater part of it takes place in the shadow of the great Drakensberg range. Life there is depicted with a minuteness due, we believe, to a familiar acquaintance with it on the part of the writer. The action revolves around the career of the Rev. Mowbray Wrixon, of the Church of England, of extremely high church tendencies, Gertrude Richards, the Traceys, and others who figure in the story are depicted with a firm hand. (Henry Holt & Company, New York.)

The daring imagination and the beautiful style of *The Light of the World*, a story by Herbert D. Ward, will be admired wherever it is read. The originality of the conception is unquestioned. A maker of astronomical lenses, who had been a skeptic in religion, dies and his disembodied spirit flies to a remote part of the universe, but with his soul's sight he can behold things on this earth with startling minuteness. He finds that, by an act of will, he can outspeed the flight of light, and, taking a remote station, he beholds the tragedy at Khartum where Gordon met his fate eleven years before. Then he resolves to behold the scenes in the life of Jesus. In an instant he is beyond the range that it takes 1900 years for light to travel. He fixes his gaze on Palestine, but storms, clouds, and darkness often shut off from him the sight of the Nazarene. Finally he sees the crucifixion and the resurrection, and rejoices. (Houghton, Mifflin & Company, Boston and New York. Price, \$1.00.)

A story of London society bearing the unique title of *The Compleat Bachelor* is by Oliver Onions, which we suspect is a *nom de plume*. It is full of the chit-chat of the drawing-room, intermixed with some really earnest love-making. Those seeking relaxation from severe studies, will find the story delightfully airy, cheerful, and entertaining. (Frederick A. Stokes Company, New York.)

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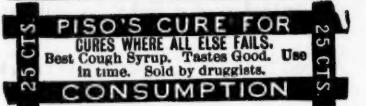
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## Howe's Title to Fame.

The title of Elias Howe to the invention of the sewing-machine is impugned by a contributor to *The Popular Science Monthly*, who says: "In the list (of names to be inscribed in the 'Hall of Fame') the name of Elias Howe appears, which must produce astonishment in the minds of every one who has a knowledge of him or of the history of the sewing machine, upon which alone his claim to notoriety rests. To all who are acquainted with the advent of that machine, Howe occupies a very minor place. Patents were granted for such machines long before Howe entered the field, and he never succeeded in producing a practical machine until more than one device invented by others were added to it. . . . To place his name on the roll of fame above the host of his superiors on the records of the patent office would be doing American genius a grave injustice that would render the Hall of Fame absurd."

## The Indian and the Northwest.

A handsomely illustrated book just issued, bound in cloth and containing 115 pages of interesting historical data relating to the settlement of the great Northwest, with fine half-tone engravings of Black Hawk, Sitting Bull, Red Cloud, and other noted chiefs; Custer's battleground and ten colored map plates showing location of the various tribes dating back to 1600. A careful review of the book impresses one that it is a valuable contribution to the history of these early pioneers, and a copy should be in every library. Price, 50 cents per copy. Mailed postage prepaid upon receipt of this amount by W. B. Kniskern, 22 Fifth avenue, Chicago, Ill.

## A Sustaining Diet.

These are the enervating days, when, as somebody has said, men drop by the sunstroke as if the Day of Fire had dawned. They are fraught with danger to people whose systems are poorly sustained; and this leads us to say in the interest of the less robust of our readers, that the full effect of Hood's Sarsaparilla is such as to suggest the propriety of calling this medicine something besides a blood purifier and tonic,—say, a sustaining diet. It makes it much easier to bear the heat, assures refreshing sleep, and will, without any doubt, avert much sickness at this time of year.

## Cinematograph for the Blind.

A cinematograph for the blind has been invented by Dr. Dussaud, of the psychological Institute of Paris. The inventor, we are told by *Advance Sheets of Consular Reports*, March 14, gave a lecture on February 16 at the *Hospitals des Sociétés Savantes* on the education of the blind and deaf, where a large audience "witnessed interesting experiments founded on his method for supplementing the senses of these two classes of unfortunates. The cinematograph for the blind is a machine which passes under the fingers of the blind, a series of reliefs representing the same object in different positions—the branch of a tree, a bird, or any other object. The blind person has the illusion of moving scenes just as photographs passing over a luminous screen lend the illusion to those with sight."

## Scrofula

Few are entirely free from it.

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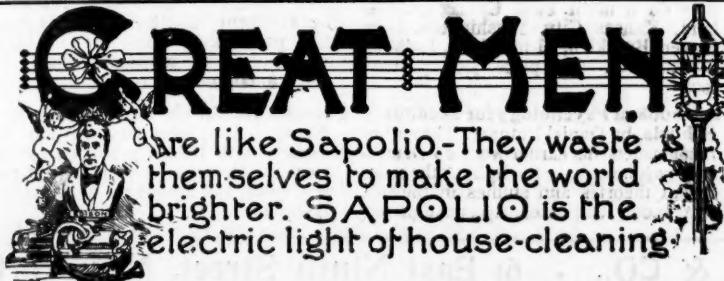
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